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ABSTRACT

The report is a comprehensive and descriptive reference source for California State University (CSU) administrators interested in various aspects of ethnic data. Section I is an introduction. Section II presents ethnic data drawn from the 1980 California census, discusses some of the problems in the use and interpretation of such data, and lists nine additional sources of census information. Section III offers data on K-12 ethnic enrollments in California and information on high school achievement, attrition, and graduation patterns. Section IV addresses ethnic enrollments, participation, and transfer rates in California postsecondary education, showing data for all public segments, comparisons among segments, and comparisons between the segments and secondary school data. Section V presents data on academic achievement and student retention and graduation rates by ethnic group. It also provides an analytic review of retention programs in higher education and a 44-item bibliography of major sources of information. Section VI presents the results of the CSU Student Needs and Priorities Survey, with an emphasis on ethnic group variations. Among the topics surveyed are student life goals, educational priorities, satisfaction levels, academic and social issues, finances, and retention. Section VII indexes the tables, figures, and appendices in the report. (SB)

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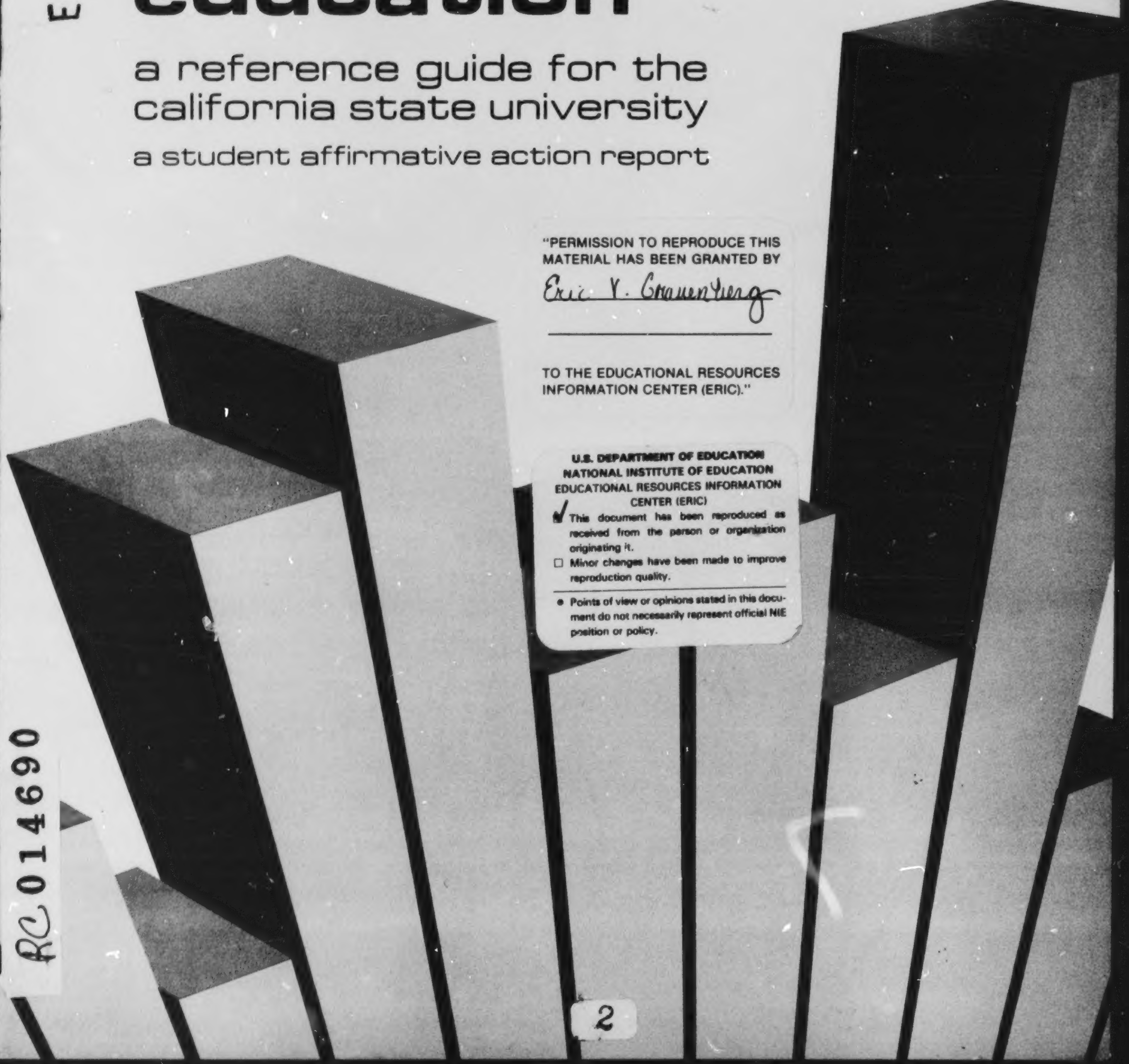
ethnic data and higher education

a reference guide for the california state university

a student affirmative action report



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This data compendium is especially designed to address the information needs of such individuals as:

- Student Affirmative Action personnel
- Institutional researchers
- Policy analysts and planners
- University administrators and faculty
- Student services officers and counselors
- Student and community leaders
- Governmental policy and program professionals
- Anyone interested in accessing and analyzing ethnic data

The document has been designed to address a variety of uses and can serve as:

- A research aid containing the most current ethnic data
- An annotated bibliography and information referral source
- An integrative tool promoting policy and planning analyses
- A one-volume, self-contained display of local, state, and national ethnic demographic data of particular importance to educators and those concerned with education.

This research publication was produced by the Student Affirmative Action Unit of the Division of Academic Affairs, The California State University Chancellor's Office. A limited number of additional copies are available on request by writing:

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Section One
Introduction

The major intent of this report is to serve as a comprehensive, and essentially descriptive, reference source for California State University administrators interested in various aspects of ethnic data. At a minimum, it seeks to provide a conceptual scheme for thinking about such data, a baseline set of quantitative information against which more specific studies might proceed, and some cautionary and analytic perspectives for interpreting and evaluating ethnic data. The primary audience for the study consists of research analysts, program planners, and administrative officials and managers in the four segments of higher education in the state; a secondary audience might consist of government officials and academic writers, although the latter may find little in a practical manual that would inform the needs of scholarly research and analysis.

Affirmative action and equal opportunity programs designed to encourage greater ethnic representation and advancement in higher education have proliferated in the past decade; so, too, have federal and state reporting requirements on ethnic enrollments. As a result, a great deal of ethnic data is collected by various governmental agencies and educational institutions, but since such data are prepared by such widely disparate sources, the need for a summary reference guide became apparent. This study represents one of the few comprehensive attempts to consolidate and organize most of the major sources of ethnic data in California.

In addition to the need for greater integration of data on ethnic groups, there is a related need for more systematic research, planning, and analysis in the use of such data. Too often, the commitment to affirmative action and equal opportunity goals is substituted for an understanding of the complexities in achieving them; analytic and planning roles in program management become secondary to the operational functions in service delivery. The existence of a practical reference guide may serve to stimulate greater interest in applied research among its users. This study will prove successful if it provides answers (or guidance) to most questions of most users; it may be even more important if it encourages questions which require more extensive research, or if it challenges political assumptions too far removed from the technical issues involved.

The report *does* attempt to do the following:

1. Essentially, the pages which follow present some basic facts about ethnicity in the California population, in grades K-12, and in higher education in the state. As such, it is intended primarily as a reference source, not as an interpretation of or commentary on the status of ethnics in higher education in the state.

2. It is probably fair to say that the data selected for presentation implicitly emphasize scope over depth of treatment. Since the goal is to say something about many important topics, it is necessarily more difficult to say a great deal about any one.

3. The emphases, and major concerns, are with the state of California, higher education, and especially the California State University. Other levels and units of analysis are related but secondary concerns.

4. The brief narrative discussions are intended to guide the reader to finding and interpreting the data; they are not intended to either summarize or to convey a sense of the detail to be found in the data.

The study does *not* attempt to do any of the following:

1. The mode of analysis is descriptive,not explanatory; no systematic attempt is made to identify, analyze, or comment on the underlying causes of ethnic variations in the data.

2. Similarly, the study is not prescriptive. It does not offer solutions, render judgments, or make recommendations on the topics covered. The evaluations that are presented turn more on technical than programmatic issues. For readers interested in long lists of "things to do" at all levels of the educational hierarchy, consult Reference #1.

3. Almost every ethnic group contains several important sub-group populations. With a few exceptions, the groups of Asians, Hispanics, American Indians, Blacks, and Whites are treated in an undifferentiated fashion; to do otherwise would unduly lengthen the report. It is understood that significant sub-group variations are often present.

4. All of the data are drawn from secondary sources. The only primary data analysis concerns the Student Needs and Priorities Survey (SNAPS) described in Section Six.

Since this document contains detailed data displays, narrative discussions, and references for further research, it can be used to answer a wide range of questions related to ethnicity in higher education. Some users may find that their needs are very specific and can be addressed merely through references to one or two tables. Other users may be interested in somewhat broader issues which require integrating information from several sections of the study.

As an example, suppose one wishes to gather data for projecting the ethnic mix of the CSU student population in 1988. How might the following sections be used to satisfy this planning objective?

Obviously, the demographic profile of the state's population generally would be of interest. Section Two offers several tables on the current and projected distribution of the general population. The data are displayed according to age, ethnicity, and county. Tables 2.3 through 2.13 can be used to construct a model of the likely ethnic composition of the state in 1988. Further, if the researcher is willing to make a number of assumptions concerning age and ethnic concentrations by geographic areas, projections could also be developed for county units from these data.

The ethnic mix of elementary and secondary education systems would be the next logical concern. An understanding of K-12 enrollment patterns, as well as attrition and graduation rates by ethnicity, can be obtained from Section Three. Tables 3.1 through 3.5, and Tables 3.15 through 3.17 display the latest K-12 enrollment data by ethnic group at the state and county levels. Some historical comparisons and projections are also included. Tables 3.9 through 3.14 can be used to compute the probable attrition and high school graduation rates for each ethnic group. Taken together, the population and K-12 data offer clues to the size and ethnic characteristics of the eligibility pool from which CSU students may be drawn in five years.

Finally, Section Four offers a comprehensive set of data on ethnic participation rates in higher education. For example, Table 4.48 presents very detailed data on the ethnic distributions of high school graduates compared to their representation in the three public segments of higher education in the state (ordered by county units). Comparative percentage distributions of ethnic enrollments by segments are shown in Tables 4.24

through 4.28. In order to gain some very specific indicators on the size and location of ethnic enrollments in 1988, Tables 4.35 through 4.45 and Appendix 4.2 could be consulted; the former identifies ethnic enrollment patterns by discipline, and the latter shows participation rates by approximate service area for each campus in the CSU.

If one is willing to make some reasonable assumptions concerning participation rates, it should be possible to compute a range of values on new enrollments by ethnic group, campus, and discipline. Although they may serve more as qualitative rather than quantitative indicators of ethnic enrollment trends, the survey data contained in Section Six can be used to construct or modify some of the assumptions which guide the analysis. The document also offers data on retention and transfer rates by ethnicity which have direct implications for the pool of continuing students available to the CSU in five years.

Through this example, a potential user should be able to note the complexity of analysis possible utilizing the data contained in this volume. An attempt has been made to include data concerning many of the variables and indices which researchers might agree are central to any investigation of this topic area.

The Technical Context

The search for data for inclusion in this report was a systematic one, guided by the following criteria:

1. *User Needs.* Although no precise information was available on who needs what in terms of ethnic data, some intuitive judgments could be made based on discussions with government and educational administrators. The substantive divisions of the sections in this report represent both the availability of data and the topics of greatest practical interest to most researchers and administrators in the field.

2. *Reliability and Validity.* Adequate samples and careful methodological procedures in terms of data collection, coding, tabulation, and reporting are obvious requirements for sound reference data. All of the government and educational sources of data in this study represent either official reporting agencies or authoritative research organizations.

3. *Date of Publication.* There is always a time lag between the collection and reporting of data based on very large populations. The data reported here are the most recent available for each topic and may vary in time from the late 1970s to the early 1980s. However, since the patterns and trends in such data change very slowly over time, the general direction and magnitude of the findings presented here will remain valid for some reasonable time beyond any specific year.

4. *Units of Analysis.* It is virtually impossible to predict the scope or depth of detail that certain users may seek in reference data. The routine presentation of too much detail in the data (e.g., by census tracts, school districts, specific campuses) could render the report too complicated and hence useless. Presentation of only national or statewide figures may provide a general orientation to the subject but be of little practical utility for local planning and analysis. Accordingly, this study sought a middle course — i.e., to provide detailed data in most cases at the California county and postsecondary education segment levels, and then indicate where and how additional information could be obtained. Obviously, the highest levels of refinement in the data are for the California State University. Inclusion of some national data helps fill in gaps in statewide information and serves as a comparative context for more local findings.

Virtually all sources of data on race and ethnicity (federal, state, K-12, postsecondary) are plagued by conceptual problems in definition and methodological problems in measurement. These problems, in turn, tend to both complicate and set rather severe limits on the use and interpretation of such data. Indeed, interest in the systematic gathering and dissemination of data on student ethnicity is a relatively recent phenomenon at both the K-12 and higher education levels. Few reliable statistics are available prior to 1970, and many public agencies began reporting such data only in the mid- or late-1970s. By 1982, however, the federal and state governments, elementary and secondary school districts, and all three segments of public higher education in California had compiled fairly extensive files on the racial and ethnic characteristics of general and student populations.

Strictly speaking, ethnicity is a cultural and subjective (i.e., psychological) phenomenon and should not be confused with biological or objective indicators of race and heredity. As a practical matter, however, ethnic identifications and orientations may be very closely related to one's racial heritage. A given racial group may include many ethnic divisions, and a single ethnic group may encompass more than one race.

To sociologists, "race" is a concept based on *perceived* physical differences among groups; whereas "ethnicity" is a concept based on *perceived* cultural differences. Ethnic groups, then, constitute a category of people who perceive themselves and who are perceived by others as possessing shared and distinctive cultural traits. Racial groups, too, are more a matter of social perception than biological fact since no simple set of physical traits can ever serve to define a given "race." Accordingly, both race and ethnicity are essentially subjective categories of experience and identification but with different referents, one biological or physical and the other cultural.

There are few logical or theoretical reasons to assume that ethnicity *per se* should have a significant effect on an individual's participation or performance in higher education. Rather, race and ethnicity serve as summary or surrogate variables around which other, "causal" variables tend to cluster. Thus, it is not the fact of being Hispanic *per se* that actually makes a difference in ethnic data, but the underlying correlates of a social, economic, and psychological nature that attend the experiences of being part of Hispanic culture. Data on race and ethnicity may manifest strong correlations with patterns of participation and performance in higher education, but when proper statistical controls are introduced, it becomes apparent that such relationships are not causal in nature. The real issue, then, is one of educational outcomes rather than causes, and in that sense ethnicity can indeed be linked to different educational effects.

On the other hand, it can also be demonstrated that ethnic identifications and other variables (e.g., socioeconomic status) often interact to produce distinctive patterns in educational outcomes. That is, the interaction effects of ethnicity and SES may produce findings which cannot be attributed to a simple additive model (the total being greater than the sum of its parts). This merely suggests that ethnic data, such as percentages, can be easily described, but must be interpreted and explained with extreme caution.

Neither census, K-12, or postsecondary education data on ethnicity are as "clean" as might be expected or desired. Ethnic classifications vary over time and among levels of agencies collecting and reporting such data. The process of data collection is often not standardized or rigorously monitored. Large gaps often characterize such data which almost always present serious problems. The California Postsecondary Education Commission has stated that "of all of the information developed, collected, and reported by a campus in the course of an academic year, student ethnicity data undoubtedly present the most difficult challenges." In its 1982 *Information Digest* report, the Commission identifies five basic problem areas in the collection of data on student ethnicity:

1. Errors inherent in the self-reporting process.
2. Errors induced by failure to report.
3. Inability to identify the accuracy of the information collected.
4. Changes in reporting categories.
5. Administrative error.

Appendix 1.1 offers a full description of the Commission's recommendations for "understanding and using student ethnicity information." This is required reading for anyone who wishes to tease out substantive meaning and broader implications from the raw data. In addition, Tables 1.1 and 1.2 show the ethnic non-response rates by segments and individual campuses. More specific discussions of methodological caveats will appear in the individual sections of this report.

The Political Context

The data presented in this report reflect persistent and familiar themes in the study of student ethnicity and academic performance. The specific numbers and percentages may vary slightly depending on the nature of the questions asked, or how one wishes to tabulate the data, but the general patterns are clear enough.

As secondary school enrollments decline, the primary grades will show dramatic increases in the percentages of Black, Hispanic, and Asian students for the next decade, particularly in urban areas. Unless fundamental reforms are instituted in the junior and senior high schools, few of these ethnic students will be prepared or eligible for a college education. Specifically, college preparatory courses must be upgraded and expanded for Blacks and Hispanics, and high school retention and graduation rates for Hispanics must be markedly improved. In fact, relatively few changes have occurred in recent years in terms of increasing basic skills competencies or high school graduation rates among ethnic minorities, particularly Hispanics. Approximately 85 percent of the Chicanos and Blacks who do enroll in postsecondary education in California do so at the community college level. Many never complete or even enter a certificate or terminal degree program, and only a small proportion ultimately transfer to four-year institutions. Once enrolled in a four-year institution, retention and graduation rates for Blacks and Hispanics are, again, significantly below those for Whites and Asians. Although the data for American Indians are sparse, available evidence does indicate a level of educational performance closer to that of Hispanics than Blacks.

In 1974, the California State Legislature adopted Assembly Concurrent Resolution 151, which requested the Regents of the University of California, the Trustees of the California State University and Colleges, and the Board of Governors of the California Community Colleges to prepare plans for "addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the make-up of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates" (see Appendix 1.2).

Pursuant to this resolution, the California Postsecondary Education Commission has issued several reports on equal educational opportunity in the state (Reference #2). The following represent some of the more candid conclusions drawn by the Commission in these studies over the years:

- Despite considerable effort by the segments, there is no evidence to indicate that progress has been made in the past four years to increase the proportions of ethnic-minority enrollments in public postsecondary education. Chicano and Black students are still underrepresented, and since 1973 the degree of underrepresentation has apparently increased, both in the California Community Colleges and the University of California. (1977)

- One of the goals of ACR 151 is for the public segments to expand their enrollment of Black and Chicano/Latino students in order to adequately address and overcome, by 1980, ethnic underrepresentation in their student bodies. This goal will not be achieved. (1977)

- The lack of progress during the past four years in expanding the enrollment of ethnic minorities does not necessarily indicate a lack of commitment to the goal of equal educational participation by the public institutions. Several factors beyond the control of the institutions have limited their success. (1977)

- The goals of ACR 151 will not be achieved until a larger proportion of ethnic minority and low-income students (1) receive better academic training in grades K-12, and (2) graduate from high school. The postsecondary community has an obligation to work with the Department of Education and the elementary and secondary schools in efforts to increase and improve the academic motivation and preparation of ethnic minority and low-income students. (1980)

- During recent years, there has been a substantial financial commitment by the federal and State governments to support programs designed to expand educational opportunities for ethnic minorities and low-income peoples. While additional financial resources can always be used to establish new and desirable programs, it is particularly imperative now that existing resources be used more effectively. Accordingly, there is a need for more extensive evaluations of student affirmative action programs in order to identify those strategies which have been either successful or unsuccessful in expanding educational opportunities for minority students. (1980)

- Most of the emphasis in existing student affirmative action programs has been placed on the recruitment of ethnic minorities into postsecondary institutions. There is a need to place an expanded emphasis on assisting nontraditional students in (1) transferring from two-year to four-year institutions, and (2) persisting in college through the completion of a baccalaureate, master's, and/or doctoral degree. (1980)

- The greatest emphasis in the State effort must be directed to strengthening the basic college preparatory curriculum in mathematics, English, and science at California's junior and senior high schools. (1982)

This "litany of negatives" is based not only on a sound empirical base, but a logical one as well. In effect, the Commission has consistently found that the goals of ACR 151 are patently unrealistic unless more attention, effort, and resources are directed at the extra-institutional roots of underrepresentation; namely, the socioeconomic conditions of ethnics, and the college preparatory curriculum in the junior and senior high schools. Of course, four-year institutions can always be urged to "do more, spend more, and try harder." But until the antecedents of ethnic minority underrepresentation in higher education are seriously addressed (e.g., high school dropout, poor academic preparation, transfer attrition), great effort can be expected to continue to produce small effects. The simple fact is that most of the measurable variance in ethnic participation rates is set in motion by forces very far removed in space and time from higher education outreach and retention programs.

It should be obvious that college participation, transfer, achievement, retention, and graduation rates are largely extensions of earlier academic experiences of various ethnic groups, which in turn tend to reflect certain social, economic, and cultural heritages. Against such odds, it should not be surprising that institutions of higher education *per se* have relatively little control over the ethnic distributions or performance levels of their enrollments; their "interventions" are meager forces against those of the social structure and come much too late in the causal sequence to have much practical effect. Political efforts to "blame" or dismiss the higher education statistics for ethnic minorities as somehow resulting from institutional failure, indifference, racism, and the like, represent neither compelling logic nor intelligent science. Political rhetoric is seldom useful for measuring, much less explaining, variance in educational outcomes.

None of this suggests that higher education is exempt from any responsibility in the educational outcomes achieved by ethnics. Rather, just as the influence of K-12 experiences is reflected in higher education, the activities of the latter can have direct implications for the successes or failures associated with earlier learning. Perhaps the chief causal link of this nature involves teacher and counselor education. Unless higher education provides a sufficient quantity and quality of teachers and counselors sensitive to the special social, psychological, educational, and cultural needs of ethnics, it is unlikely that the K-12 system will ever be able to adequately prepare such groups for higher education in any "representative" sense.

The elementary, secondary, community college, and four-year institutions form an interlocking educational network of students and teachers. To the extent that ethnics and females are often ill-prepared for higher education, the "reason" for such lack of preparation may lie less with the K-12 system than with the system that trained the elementary and secondary teachers and counselors. Nonetheless, such attempts to apportion responsibility among educational segments seldom provide enlightenment and tend to divert attention from the more important economic, social, and political roots of the problem.

Appendix 1.3 presents a historical summary of the major equal opportunity efforts by California segments of higher education. Individual campuses, systemwide administrations, and the California Postsecondary Education Commission have all periodically evaluated these programs; they should be contacted directly for printed copies of such studies.

Overview

The format of each section in this report is somewhat unorthodox and deserves a brief explanation. The sections begin with an overview and summaries of the data presentations and major findings. Next, a brief narrative description guides the reader through a series of tables organized by sub-headings. The last sub-heading in the section presents an annotated list of references and additional sources of data on the topics covered. Each section offers an extensive compilation of tables, figures, and appendices arranged in numerical sequence. Each section, therefore, forms a self-contained unit. The reader does not have to search through one master bibliography or appendix to locate the major sources of data and information on a given topic.

Section Two presents ethnic data drawn from the 1980 census in California; discusses some of the problems in the use and interpretation of such data; and lists several additional sources of census information.

Section Three offers data on K-12 ethnic enrollments in the state, as well as information on high school achievement, attrition, and graduation patterns.

Section Four addresses ethnic enrollments, participation, and transfer rates in California postsecondary education. Data are shown for all public segments; comparisons are made among segments, and between the segments and secondary school data.

Section Five presents data on academic achievement and student retention and graduation rates by ethnic group. An analytic review of retention programs in higher education is provided together with a bibliography of major sources of information.

Section Six presents the results of the CSU Student Needs and Priorities Survey, with an emphasis on ethnic group variations. Among the topics surveyed are student life goals, educational priorities, satisfaction levels, academic and social issues, finances, and retention.

Section Seven is an index of the tables, figures, and appendices which appear in the report; they are organized by topic for easy reference.

Table 1.1

ETHNIC NON-RESPONSE RATE FOR STUDENT ENROLLMENTS BY INSTITUTION FALL 1981

UNIVERSITY OF CALIFORNIA

Institution	% No Response
Berkeley	2.0
Davis	8.1
Irvine	12.8
Los Angeles	9.6
Riverside	8.3
San Diego	10.0
San Francisco	0
Santa Barbara	10.6
Santa Cruz	10.3

CALIFORNIA STATE UNIVERSITY

Institution	% No Response
Bakersfield	17.3
Chico	4.9
Dominguez Hills	5.2
Fresno	14.5
Fullerton	11.4
Hayward	4.9
Humboldt	15.1
Long Beach	10.8
Los Angeles	31.3
Northridge	14.4
Pomona	18.6
Sacramento	36.3
San Bernardino	13.8
San Diego	3.2
San Francisco	21.7
San Jose	25.7
San Luis Obispo	18.3
Sonoma	12.6
Stanislaus	3.5

CALIFORNIA COMMUNITY COLLEGES

Institution	% No Response
Allan Hancock	17.8
American River	8.0
Antelope Valley	1.5
Bakersfield	0
Barstow	N/R
Butte	N/R
Cabrillo	3.3
Canada	1.9
Cerritos	23.3
Cerro Coso	0
Chabot	0
Chaffey	3.2
Citrus	4.9
City College of San Francisco	4.2
Coastline	12.9
College of Alameda	12.2
College of Marin	46.1
College of San Mateo	1.8
College of the Canyons	0
College of the Desert	0
College of the Redwoods	3.3
College of the Sequoias	8.7
College of the Siskiyous	7.0
Columbia	10.5
Compton	2.4
Contra Costa	2.8
Cosumnes River	4.0
Crafton Hills	4.2
Cuesta	19.6
Cuyamuca	7.0
Cypress	0
De Anza	60.3
Diablo Valley	3.4
East Los Angeles	11.9
El Camino	N/R
Evergreen Valley	18.8
Feather River	24.0
Foothill	58.9
Fresno City	6.5
Fullerton	0
Gavilan	6.5
Glendale	0.1
Golden West	18.5
Grossmont	0
Hartnell	8.5
Imperial Valley	0
Indian Valley	42.8
Kings River	1.0
Lake Tahoe	0.9
Laney	11.1
Lassen	0.5
Long Beach	19.2
Los Angeles City	17.2
Los Angeles Harbor	19.2
Los Angeles Mission	15.9
Los Angeles Pierce	25.8
Los Angeles Southwest	7.8
Los Angeles Trade Tech	19.1
Los Angeles Valley	32.2
Los Medanos	2.0
Mendocino	7.7
Merced	0
Merritt	11.0
Mira Costa	0
Mission	6.8
Modesto Junior	7.2
Monterey Peninsula	6.8
Moorpark	0
Mount San Antonio	18.2
Mount San Jacinto	0
Napa	4.1
Ohlone	0.1
Orange Coast	20.5
Oxnard	0
Palo Verde	0
Palomar	1.9
Pasadena	2.9
Porterville	0
Rio Hondo	0
Riverside City	4.0
Sacramento City	8.9
Saddleback	4.0
San Bernardino Valley	4.4
San Diego City	3.3
San Diego Mesa	2.9
San Diego Miramar	4.6
San Joaquin Delta	12.8
San Jose City	15.7
Santa Ana	1.3
Santa Barbara	0
Santa Monica	11.8
Santa Rosa	6.3
Shasta	5.8
Sierra	0.1
Skyline	0.8
Solano	0.5
Southwestern	0.5
Taft	0
Ventura	0
Victor Valley	0
Vista	32.4
West Hills	0.8
West Los Angeles College	17.2
West Valley	11.1
Yuba	7.0

N/R = No Response to Survey

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. x.

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Table 1.2

Non-Response Rate for Ethnicity Data Among California State University Campuses, Fall 1981

Campus	First-Time Freshmen	New Transfer Students	All Students
Bakersfield	4.8%	4.5%	17.3%
Chico	2.0	1.8	4.9
Dominguez Hills	3.6	2.4	5.2
Fresno	27.5	15.4	14.5
Fullerton	5.0	4.6	11.4
Hayward	4.4	2.9	4.9
Humboldt	5.3	5.4	15.1
Long Beach	4.6	2.7	10.8
Los Angeles	33.8	50.8	31.3
Northridge	6.2	6.3	14.4
Pomona	20.5	55.6	18.6
Sacramento	5.1	4.0	36.3
San Bernardino	4.6	4.5	13.8
San Diego	2.0	1.8	3.2
San Francisco	43.0	38.8	21.7
San Jose	7.3	6.1	25.7
San Luis Obispo	27.9	30.4	18.3
Sonoma	3.4	4.4	12.6
Stanislaus	3.6	1.8	3.5
TOTAL	12.2%	16.3%	15.5%

Source: California Postsecondary Education Commission Information System.

Equal Educational Opportunity in California Postsecondary Education, Part IV, California Postsecondary Education Commission: Sacramento, Ca., December 1982.

Appendix 1.1

Understanding and Using Student Ethnicity Information

The 1982 Digest contains more than 40 pages of charts, graphs, and tables documenting the ethnicity of student enrollments and degree awards. Of all of the information developed, collected, and reported by a campus in the course of an academic year, student ethnicity data undoubtedly present the most difficult challenges. Problems in collecting student ethnicity fall into five basic areas:

1. Errors Inherent in the Self-Reporting Process

   By law, student ethnicity must be self-reported; that is, students must voluntarily indicate the ethnic group with which they identify. While both federal law, and administrative interpretations of it permit campus administrators limited authority to intervene in the ethnicity declaration process, campus officials are, for the most part, precluded from influencing students' choice of their ethnic category.

2. Errors Induced by Failure to Report

   Although the federal government exhorts educational institutions to report the ethnicity of their students, campus officials have few mechanisms by which to force recalcitrant students to declare their ethnicity. Many students, through intent or neglect, take advantage of this condition and fail to declare their ethnicity when the opportunity is afforded them.

3. Inability to Verify the Accuracy of the Information Collected

   While self-reporting has clear and obvious benefits in terms of ensuring the confidentiality of personal information, it impedes an institution's ability to verify the accuracy or appropriateness of such information. In general, student declarations of ethnicity are private matters maintained in confidential files. As such, ethnicity declarations are rarely subject to review to ensure their accuracy.

4. Changes in Reporting Categories

   Reporting categories have been modified by the federal government a number of times over the past few years and some student ethnicity designations submitted in prior years and not recollected in the interim are no longer valid. Further, some of the changes introduced by the federal government have proven difficult to interpret by both administrators and students—a condition further complicating the problems involved in the collection of student ethnicity data.

5. Administrative Error

   Finally, many institutions solicit student ethnicity declarations as part of their first-time admission or first day of registration procedures. From both the students' and the institution's standpoint such efforts could probably not come at a more untimely moment. At this time, many students and administrators are concerned with ensuring that students have enrolled in the proper classes, paid the appropriate fees, received proper student financial assistance, and familiarized themselves with the local campus geography. Amidst such obvious turmoil, administrative procedures often fail, and student ethnicity declarations are either unsolicited or lost.

While it is clear that collecting and reporting accurate student ethnicity is a difficult task, most campuses do a good job of informing students of the need to know their ethnicity, and accurately recording their responses. In Fall 1981, the University of California provided ethnicity declarations for 92.5 percent of its 138,726 students. The State University system recorded the same data for 84.5 percent of its 319,566 students, and the California Community College system provided ethnicity designations for 91.6 percent of its 1,257,160 credit students. When viewed from a state level perspective, the three public segments reported ethnicity data for 90.4 percent of the 1,715,452 students enrolled this past fall.

In previous editions of the Digest, the Commission has incorporated a number of caveats related to the use of student ethnicity data in analytic studies. Prime among these caveats has been the annual warning that student ethnicity data may exhibit statistical abnormalities due to high nonresponse rates. A closer inspection of these data by Commission staff has revealed that while nonresponse rates are higher than would be desirable for detailed analytic work, the data appear to be far more "usable" for research and evaluative work than previously thought.

First, as indicated above, both the state-level and segmental response rates are high; often high enough to warrant the use of these data for segmental or state-level studies. Second, as Table 1 indicates, nonresponse rates for student ethnicity tend to be localized in a few campuses within the systems rather than spread uniformly throughout them. Studies involving selected regions within the state or limited to other campuses can be conducted without significantly compromising the confidence of the findings. Finally, ethnic nonresponse rates tend to be concentrated at specific student levels—usually, though not always, first-time freshmen. Studies directed towards students at other levels, or studies that incorporate a large enough sample of students at the same or other levels to assimilate localized high nonreponse rates can be undertaken without undue concern for the effect of student nonresponse.

Nevertheless, as with all studies involving statistical information, care should be exercised in the use of student ethnicity data. The Commission will be pleased to work with researchers undertaking studies involving student ethnicity information to assist them in the responsible use of these data.

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. ix.

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Appendix 1.2

Assembly Concurrent Resolution No. 151

RESOLUTION CHAPTER 209

Assembly Concurrent Resolution No. 151—Relative to public higher education.

[Filed with Secretary of State September 11, 1974.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 151, Joint Committee on the Master Plan for Higher Education (Assemblyman Vasconcellos, Chairman). Public higher education.

Requests governing authorities of various institutions of public higher education to prepare a plan providing for addressing and overcoming, by 1980, ethnic, sexual, and economic underrepresentation in the makeup of the student bodies of institutions of public higher education, and to submit such plan to the California Postsecondary Education Commission by July 1, 1975, and request similar reports annually thereafter.

Directs California Postsecondary Education Commission to integrate and transmit such plans to the Legislature by first legislative day of 1976, and directs similar reports annually thereafter.

WHEREAS, The Legislature recognizes that certain groups, as characterized by sex, ethnic, or economic background, are underrepresented in our institutions of public higher education as compared to the proportion of these groups among recent California high school graduates; and

WHEREAS, It is the intent of the Legislature that such underrepresentation be addressed and overcome by 1980; and

WHEREAS, It is the intent of the Legislature that this underrepresentation be eliminated by providing additional student spaces rather than by rejecting any qualified student; and

WHEREAS, It is the intent of the Legislature to commit the resources to implement this policy; and

WHEREAS, It is the intent of the Legislature that institutions of public higher education shall consider the following methods for fulfilling this policy:

(a) Affirmative efforts to search out and contact qualified students.

(b) Experimentation to discover alternate means of evaluating student potential.

(c) Augmented student financial assistance programs.

(d) Improved counseling for disadvantaged students;

now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California,

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the Trustees of the California State University and Colleges, and the Board of Governors of the California Community Colleges are hereby requested to prepare a plan that will provide for addressing and overcoming, by 1980, ethnic, economic, and sexual underrepresentation in the makeup of the student bodies of institutions of public higher education as compared to the general ethnic, economic, and sexual composition of recent California high school graduates, and to submit such plan to the California Postsecondary Education Commission on or before July 1, 1975. The California Postsecondary Education Commission shall integrate and transmit the plans to the Legislature with its comments by the first legislative day of 1976. The regents, the trustees, and the board of governors shall annually report to the California Postsecondary Education Commission, on or before July 1 of each year, which shall integrate and transmit the reports to the Legislature by December 31 of each year with evaluations and recommendations, on their progress, including specification as to what obstacles stand in the way of implementation of the plan; and be it further

Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the Regents of the University of California, the Trustees of the California State University and Colleges, the Board of Governors of the California Community Colleges, and the California Postsecondary Education Commission.

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Appendix 1.3

OVERVIEW OF POSTSECONDARY EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS IN CALIFORNIA

1964-1982

The history of equal educational opportunity efforts to expand postsecondary opportunities for low-income and ethnic minority Californians began at least a decade before the adoption of ACR 151:

In 1964, the federal government established the Upward Bound and Talent Search programs--two pre-college efforts to overcome deficiencies in secondary school counseling and to provide tutorial and enrichment services for junior high and senior high school students. That same year, the University of California established its Education Opportunity Program--a comprehensive effort to provide access and academic support services for low-income students with academic potential.

In 1969, the federal government established Special Services for Disadvantaged Students to provide remedial and other special services to postsecondary-level students who were educationally or economically disadvantaged. The California Legislature provided funds to the State Department of Education to establish Demonstration Programs in Reading and Mathematics to provide intensive instruction for low-achieving seventh, eighth, and ninth grade students in low-income areas. It provided support to the California State University and Colleges to establish the Educational Opportunity Program, a comprehensive effort providing access and support services for students from low-income backgrounds. And it gave funds to the California Community Colleges to establish the Extended Opportunity Programs and Services, for a similar effort with their students.

In 1970, private funds helped establish the MESA program (Mathematics, Engineering, Science Achievement) at Oakland Technical High School to increase the number of ethnic minority students who were academically prepared to enroll in mathematics and science-related disciplines in college. Beginning in 1978, the State allocated funds to support this program as well.

In 1973, the federal government established Educational Opportunity Centers in low-income neighborhoods to disseminate information on academic and financial assistance for college.

The federal and State programs established from 1964 through 1974 had, and continue to have, a major impact on increasing the numbers of low-income and ethnic minority students enrolling in and graduating from college, but between 1972 and 1976, enrollment and graduation rates for minority students tended to stabilize. Consequently, the Legislature initiated new efforts at outreach.

In 1976, two years after the adoption of ACR 151, the University of California established the Partnership Program to assist low-income and ethnic minority students in grades seven through nine to begin preparing themselves for college. (In 1981, it changed the name of this effort to Early Outreach Program.)

Appendix 1.3 (Continued)

In 1978, the Legislature appropriated funds to the California State University and Colleges to establish three pilot efforts to experiment with nontraditional outreach approaches to high school students. The next year, these pilot efforts were expanded, and the year after, the *Core Student Affirmative Action Program* was established on all 19 State University campuses to coordinate and expand, where necessary, existing services, resources, personnel, and policies in the areas of outreach, retention, and educational enhancement.

In 1979, the University of California established its *Partners Program* to provide continuing assistance to ninth through eleventh grade students served by the Partnership Program. (In 1981, it changed the name of this effort to the *Early Outreach Program*.) It provided funds to the University of California to establish the *Academic Enrichment Program* on four campuses, involving faculty working with secondary school students to improve their academic skills in specific disciplines. And it funded the *California Student Opportunity and Access Program* (Cal-SOAP), involving five pilot interinstitutional projects to increase the enrollment of low-income students in postsecondary institutions through cooperation among all postsecondary institutions in a region.

In 1980, the Legislature provided support to the California Community Colleges for its *Student Affirmative Action Transition and Internship Program*, a pilot effort to increase the transfer rate of low-income, ethnic minority students from two- to four-year instituions.

Source: *Equal Educational Opportunity in California Postsecondary Education, Part IV*, California Postsecondary Education Commission: Sacramento, Ca., December 1982.

References and Additional Sources

1. A. Astin, *Minorities in American Higher Education*, Jossey-Bass, San Francisco, 1982. This is probably the most comprehensive and authoritative analysis of ethnic minorities and higher education to date. The study is specifically concerned with the educational experiences of Blacks, Chicanos, Puerto Ricans, and American Indians; Asians were excluded from the study because they are not considered a "disadvantaged" minority in higher education.

   The data in the study are national in scope, drawn primarily from the 1970s, and are scrupulously presented and analyzed. Much of the work is devoted to questioning the values implicit in standardized testing, and presentation of a long list of policy recommendations designed to improve ethnic minority representation and attainment in higher education. But the major contribution of the study is its strong empirical base in addressing the following questions:

   ### Educational Access, Choice, and Attainment

   To what extent are Blacks, Chicanos, Puerto Ricans, and American Indians represented at various points in the educational pipeline between secondary school and completion of advanced training? Where are the major leakage points in this pipeline?

   What is the representation of each of these four minority groups by field of study and type of institution?

   How has the representation of each minority group changed since the mid-1960s?

   ### Factors Influencing Educational Development

   How are the educational access and attainment of minority students influenced by family background, socioeconomic status, and personal characteristics?

   What features or characteristics of educational institutions and programs (for example, type of high school, type of higher education institution, student peer groups, faculty attitudes, special institutional programs) are most critical in affecting the progress of minority students?

   How is the progress of minority students affected by the type of financial aid they receive during undergraduate and graduate training?

   Which governmental programs seem to be the most effective and which the least effective in facilitating minority progress in higher education?

2. *Equal Educational Opportunity in California Postsecondary Education, Part IV*, California Postsecondary Education Commission, Sacramento, CA 1982. This is the fourth in a series of CPEC responses to Assembly Concurrent Resolution 151. (The previous reports appeared in 1976, 1977, and 1980.) It outlines the development of equal opportunity programs in higher education in the state, summarizes progress from 1975 to 1980 and offers proposals for the next five years, and makes ten recommendations for public action.

Section Two
California Census Data

The decennial censuses of the United States provide the most authoritative baseline data on the size, location, age, sex, income, education, employment, housing, ethnicity, and other demographic characteristics of the American population. The need for and applicability of such data for planning in higher education is obvious. For example, age and ethnicity are two of the most critical items of information for projecting enrollment patterns in higher education. The table below shows the statewide figures for various age cohorts in the state. Clearly, the sharp decrease among younger cohorts is an inexorable factor looming over all forms of enrollment, program, fiscal, and physical planning in higher education in the state.

Selected Age Groupings of Californians
1970 and 1980

	1970	1980	Difference
Under 5 years	1,642,683	1,708,063	65,380
5 — 9 years	1,918,327	1,650,307	-268,020
10 — 14 years	1,963,681	1,795,875	-167,806
15 — 19 years	1,817,379	2,130,324	312,945
20 — 24 years	1,740,966	2,355,662	614,696
25 — 29 years	1,457,614	2,233,145	775,531
30 — 34 years	1,219,389	2,009,953	790,564
All ages	19,953,134	23,667,565	3,714,431
Median age	28.1	29.9	

This section presents an overview of state census data by age and ethnic group together with some information on how to find, use, and interpret such data. Here are the major points of a general nature worth noting:

1. Racial and ethnic data in the 1970 and 1980 censuses are not comparable due primarily to the ways in which Hispanic groups are coded.

2. Geographic boundaries are the basic units of analysis in the use and interpretation of census data.

3. Age and ethnic data for all California counties are presented together with data on age by ethnicity for the state generally.

4. Population projections to the year 2000 show dramatic increases in the percentages of Asian and Hispanic groups at all age levels in the state.

5. The use of census data requires access to both printed materials and computer files; information on the major sources of each are discussed briefly at the end of the section.

Use and Interpretation of Census Data

It is never easy to gauge precisely the reliability of census data. Since the data have important political and fiscal implications and consequences, the task is rendered even more difficult by the interplay of interest groups attempting to challenge the data for private gain. Glenny writes that "the 1980 census was probably the most accurate of any decennial census, although its undercounting of minorities and illegal immigrants affects the accuracy of regional and state data in geographic areas most susceptible to illegal immigration" (Reference #2). Obviously, California is thus one area where ethnic data may be legitimately questioned, political motivations aside. Since California receives a disproportionate share of Asian and Mexican immigrants (both legal and illegal), its population totals are more susceptible to the systematic undercounting of ethnics than most other states, and the problem is exaggerated further for smaller geographic units.

One of the major differences between the 1970 and 1980 censuses concerned the issues of race, ethnicity, and national origin. The 1980 "short form" (administered to 100% of the respondents in the census) included 15 response categories on national origin and did not use the word "race"; by contrast, the 1970 census offered nine categories for racial identification. Question Four in the 1980 census asked, "Is this person. . . ."

White
Black or Negro
Japanese
Chinese
Filipino
Korean
Vietnamese
Indian (American)
  Print Tribe ________________
Asian Indian
Hawaiian
Guamanian
Samoan
Eskimo
Aleut
Other-specify

Question Seven asked, "Is this person of Spanish/Hispanic origin or descent?"

No, (not Spanish/Hispanic)
Yes, Mexican. Mexican-American. Chicano
Yes, Puerto Rican
Yes, Cuban
Yes, Other Spanish/Hispanic

Question Seven was asked of all respondents in the 1980 census; it was asked of a maximum of 15 percent of the population in 1970, and the data were tabulated differently for different regions of the country. The following summary was prepared by the Population Research Unit of the State Census Data Center; it offers a succinct overview of the major differences (i.e., the noncomparability) of 1970 and 1980 racial and ethnic data.

> Consistent with earlier practice, the 1980 census questionnaire distinguished between "race" and "ethnicity." Excepting the black category and that of the American Indian, "race" data from the censuses of 1980 and 1970 are not comparable. Moreover, the principal Hispanic indicator was changed in concept and coverage. Spanish origin is an "ethnic" classification and persons of Spanish origin may be of any racial group.
>
> The white population group received a more restrictive definition in 1980 in two respects as indicated in (1) and (2) below.

(1) Persons electing "other" in the 1970 racial categories and characterizing themselves as members of one of the Spanish origin groupings were recoded "white." In 1980, when an estimated 40 percent of Hispanics nationally chose "other" as their racial category, they were left in "other."

(2) "Asian": Persons from India were defined as white in 1970 and as Asian in 1980.

(3) "Other": This grouping was augmented by the inclusion of the Hispanics who chose this category.

One of the most critical differences in reporting between 1970 and 1980 is the identification of the Hispanic population. In 1970 the principal indicator, based upon a 15 percent sample, was Spanish language. Persons of Spanish language were defined as those whose mother tongue was Spanish and, in addition, all those living in households where the head or the spouse of the head reported Spanish mother tongue. In California the additional criterion of Spanish surname was applied. The Spanish surname criterion was based upon a lengthy list of surnames used by persons of Spanish heritage but also by many not of Spanish background, for example, Portuguese or Italian. The joint use of the two criteria probably resulted in an overcount of those enumerated as Spanish. However, an acknowledged undercount of Hispanics did exist in the 1970 census. A five percent question on origin was similar to the 1980 question but the size of the sample makes a 10-year comparison of small areas questionable. Furthermore, the question design was changed adding an unknown bias. According to the census of 1970, within the limitations described, there were about 3.1 million persons of Spanish origin or descent in California.

On an optimistic note, coverage has been improved for all groups in 1980, and the Hispanic definition is one which is more readily compared with definitions used in administrative records in the calculation of rates.

For many campuses in the CSU, the county may be the most appropriate geographic unit of analysis in the use of census data. However, the Bureau of the Census also aggregates data by several additional units of analysis, such as blocks, census tracts, designated places, enumeration districts, urbanized areas, and standard metropolitan statistical areas. Figure 2.1 and Tables 2.1 and 2.2 provide statewide summaries of these areas, and Appendix 2.1 offers a narrative description of all of the major geographic designations in census data.

California Census Data: Age, Sex, and Ethnicity

State-level data are sometimes less useful than information at lower levels, although such data do permit a somewhat more detailed analysis of age, sex, and ethnic categories. Table 2.3 offers very detailed statewide figures on these variables, and summaries are shown in Tables 2.4 through 2.6.

Table 2.7 provides what is probably one of the most useful summaries of census data currently available. The basic sex, age, ethnicity, and household data are shown for all 21 SMSAs, 58 counties, and 422 incorporated places in the state.

Table 2.8 shows the population by 14 age categories for each county in the state. The five-year age increments are small enough to permit more precise analysis of county data than is frequently possible. Median age totals by county are also listed.

Tables 2.9 and 2.10 also provide population and racial/ethnic data by county. Two additional features of these tables are 1) percentages are given for every racial and ethnic group along with the absolute figures, and 2) totals are listed for six regional divisions of the state — the Los Angeles five-county area; San Diego and Imperial counties; the three remaining counties of Southern California; the 16 counties of Central California; the 20-county region of Northern California; and the 12-county Bay Area.

The Center for Continuing Study of the California Economy has recently produced a detailed analysis of population projections to the year 2000 by ethnicity and age. Two sets of population projections for California were developed based on 1) different assumptions concerning Hispanic and Asian immigration into California and 2) projected birth rates for Hispanic women. The terms "higher" and "lower" are used in Tables 2.11 through 2.14 to refer to these alternative sets of assumptions and projections. In addition population projections for each ethnic group were also based on information and assumptions about five other factors:

1. Base year (1980) population by age and sex
2. Birth rates by age
3. Death rates by age and sex
4. Foreign immigration by age and sex
5. Migration from other states by age and sex

The reader should consult the full report (Reference #9) for a complete description of the study's methodology. In general, the major differences between assumptions structuring the two alternatives are:

1) The Higher projections incorporate higher fertility rate assumptions for Hispanic women as compared with the Lower projections. Both sets of Hispanic fertility rates project a decline from current rates.

2) The Higher projections incorporate assumptions of higher total foreign immigration into California as compared with the Lower projections. As explained below the assumption of higher foreign immigration reduces the amount of migration into California from other regions of the United States. The mix between foreign immigration and internal migration is a major determinant of differences between the alternatives in the ethnic composition of the state's population.

Tables 2.11 through 2.13 show the projected population for four major racial/ethnic categories — Hispanic, non-Hispanic White, Black, Asian and Other — from 1980 to the year 2000. The non-Hispanic White share of the state's population decreases under both alternatives while the share of the three other population groups increases. Obviously, the most dramatic increases are expected among Hispanics and Asians.

The median age of all population groups is projected to increase by the year 2000 as shown in Table 2.14. The age distribution of the non-Hispanic White population will remain relatively stable for the next 20 years. The age distributions for other groups will remain substantially younger than that for non-Hispanic Whites, although somewhat less so than in 1980.

Table 2.1

STANDARD METROPOLITAN STATISTICAL AREAS
CALIFORNIA, 1980

Name	Counties Included	Number of Tracts	EDs	Block Groups	Blocks
Anaheim-Santa Ana-Garden Grove	Orange	418	--	1,355	15,133
Bakersfield	Kern	84	54	406	6,590
Chico	Butte	36	120	63	913
Fresno	Fresno	109	216	419	5,410
Los Angeles-Long Beach	Los Angeles	1,644	44	6,382	63,205
Modesto	Stanislaus	57	--	397	4,205
Oxnard-Simi Valley-Ventura	Ventura	114	42	430	4,851
Redding	Shasta	27	61	47	1,277
Riverside-San Bernardino-Ontario	Riverside, San Bernardino	335	632	1,352	15,255
Sacramento	Placer, Sacramento, Yolo	204	148	727	9,359
Salinas-Seaside-Monterey	Monterey	69	63	187	2,888
San Diego	San Diego	384	137	1,375	15,005
San Francisco-Oakland	Alameda, Contra Costa, Marin, San Francisco, San Mateo	805	30	3,253	30,204
San Jose	Santa Clara	261	6	1,131	11,513
Santa Barbara-Santa Maria-Lompoc	Santa Barbara	68	74	229	2,958
Santa Cruz	Santa Cruz	45	20	170	1,971
Santa Rosa	Sonoma	59	139	238	2,438
Stockton	San Joaquin	86	41	442	4,253
Vallejo-Fairfield-Napa	Napa, Solano	84	47	375	3,272
Visalia-Tulare-Porterville	Tulare	51	201	128	2,377
Yuba City	Sutter, Yuba	22	48	78	1,099

Each of the 30 counties included in the SMSAs listed above is completely divided into census tracts. In addition, the following 8 counties are completely tracted:

El Dorado, Humboldt, Imperial, Kings, Madera, Merced, Nevada, San Luis Obispo

For the remaining 20 counties, tracts were not established. Instead, enumeration districts form the smallest geographic area.

Source: California State Data Center, 1981.

Lyman A. Glenny, *Quality of the 1980 Federal Census for Postsecondary Education Planning*, California Postsecondary Education: Sacramento, Ca., p. 11.

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Table 2.2

NUMBER OF CENSUS TRACTS, ENUMERATION DISTRICTS, BLOCK GROUPS AND BLOCKS CALIFORNIA COUNTIES, 1980

County	Tracts	EDs	Number of Block Groups	Blocks
Alameda	296	2	1,142	10,289
Alpine	—	10	—	—
Amador	—	35	—	—
Butte	36	120	63	913
Calaveras	—	31	—	—
Colusa	—	15	—	—
Contra Costa	158	—	708	6,705
Del Norte	—	51	—	—
El Dorado	19	99	39	619
Fresno	109	216	419	5,410
Glenn	—	33	—	—
Humboldt	26	195	65	1,038
Imperial	25	119	60	692
Inyo	—	62	—	—
Kern	84	54	406	6,590
Kings	18	80	30	495
Lake	—	76	—	—
Lassen	—	50	—	—
Los Angeles	1,644	44	6,382	63,205
Madera	12	68	28	43
Marin	49	23	237	2,034
Mariposa	—	26	—	—
Mendocino	3[a]	116	17	219
Merced	24	63	71	1,157
Modoc	—	40	—	—
Mono	—	31	—	—
Monterey	69	53	187	2,888
Napa	20	32	132	944
Nevada	12	66	—	—
Orange	418	—	1,355	15,133
Placer	28	63	100	993
Plumas	—	30	—	—
Riverside	112	376	558	7,203
Sacramento	151	27	559	7,359
San Benito	—	46	—	—
San Bernardino	123	246	694	8,052
San Diego	384	127	1,375	15,005
San Francisco	156	—	614	5,259
San Joaquin	86	41	442	4,253
San Luis Obispo	30	193	46	841

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Table 2.2 (Continued)

County	Tracts	EDs	Number of Block Groups	Blocks
San Mateo	146	5	552	5,917
Santa Barbara	68	74	229	2,958
Santa Clara	261	6	1,131	11,513
Santa Cruz	45	20	178	1,971
Shasta	27	61	47	1,277
Sierra	—	11	—	—
Siskiyou	—	105	—	—
Solano	64	25	243	2,328
Sonoma	59	139	238	2,438
Stanislaus	57	—	397	4,205
Sutter	11	17	41	575
Tehama	3[a]	52	11	249
Trinity	—	25	—	—
Tulare	51	201	120	2,377
Tuolumne	—	61	—	—
Ventura	114	42	430	4,851
Yolo	25	58	68	1,007
Yuba	11	23	37	524
State Total	5,034	3,884	19,451	209,969

[a] Block Numbering Areas.

Source: California State Data Center, 1981.

Lyman A. Glenny, *Quality of the 1980 Federal Census for Postsecondary Education Planning*, California Postsecondary Education Commission: Sacramento, Ca., pp. 12-13.

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Table 2.3

STATE OF CALIFORNIA

TOTAL, ALL RACES

AGE	TOTAL	MALE	FEMALE	AGE	TOTAL	MALE	FEMALE	AGE	TOTAL	MALE	FEMALE
UNDER 1	377712	193310	184402	35	334078	167650	166428	70	141839	62210	79629
1	341475	174827	166648	36	327645	164115	163530	71	134061	57939	76122
2	334406	171188	163218	37	326610	162735	163875	72	127376	54416	72960
3	331405	169135	162270	38	284063	141618	142445	73	117447	49458	67989
4	323402	165179	158223	39	280048	140427	139621	74	111008	45826	65182
5	320673	163663	157010	40	272537	135894	136643	75	103492	41989	61503
6	309167	158123	151044	41	258573	129401	129172	76	95589	38489	57100
7	321800	164959	156841	42	251308	125938	125370	77	88342	34661	53681
8	328374	168122	160252	43	240655	119491	121164	78	78106	30178	47928
9	370334	188883	181451	44	239421	118728	120693	79	82877	30263	52614
10	372037	189801	182236	45	237658	118561	119097	80	68335	24862	43473
11	356234	181497	174737	46	226527	112334	114193	81	60787	21267	39520
12	345433	176569	168864	47	231291	114554	116737	82	53257	18601	34656
13	354690	180076	174614	48	225342	112294	113048	83	49591	16499	33092
14	367625	187297	180328	49	243316	120677	122639	84	44879	14538	30341
15	394656	200403	194253	50	244329	120819	123510	85	39276	12515	26761
16	413416	210884	202532	51	232484	113802	118682	86	33411	10381	23030
17	426119	218898	207221	52	237481	114971	122510	87	29839	8907	20932
18	432864	222428	210436	53	237053	112917	124136	88	22743	6711	16032
19	463410	239071	224339	54	244453	116286	128167	89	20897	5949	14948
20	468066	243276	224790	55	246769	116625	130144	90	17298	4948	12350
21	464384	240503	223881	56	241691	115240	126451	91	13770	3889	9881
22	474786	244774	230012	57	239903	114205	125698	92	10216	2765	7451
23	474728	242725	232003	58	240537	115255	125282	93	7901	2165	5736
24	474001	241790	232211	59	233240	111794	121446	94	6120	1611	4509
25	469333	239042	230291	60	217573	103629	113944	95	4619	1202	3417
26	456467	232146	224321	61	204495	96476	108019	96	3356	870	2486
27	451371	228525	222846	62	197958	93741	104217	97	2335	594	1741
28	420675	212824	207851	63	187565	87460	100105	98	1651	415	1236
29	435118	220274	214844	64	184837	86301	98536	99	1297	324	973
30	431386	217373	214013	65	184789	84694	100095	100-104	2399	697	1702
31	411067	205490	205577	66	174752	79427	95325	105-109	566	213	353
32	421061	211056	210005	67	167563	75649	91914	110+	323	138	185
33	414455	208080	206375	68	160226	71738	88488				
34	332082	166607	165475	69	151917	66751	85166	TOTAL	23667902	11666485	12001417

Source: State Department of Finance, Population Research Unit: Sacramento, Ca. (special census tabulations from the State Census Data Center).

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Table 2.3 (Continued)

STATE CENSUS DATA CENTER

POPULATION BY AGE AND SEX
1980 CENSUS

STATE OF CALIFORNIA

WHITE-NOT OF SPANISH ORIGIN

AGE	TOTAL	MALE	FEMALE
UNDER 1	194925	100072	94853
1	177909	91439	86470
2	173006	88840	84166
3	170238	87253	82985
4	165785	85052	80733
5	166708	85583	81125
6	161661	83158	78503
7	171207	87785	83422
8	180197	92841	87356
9	210255	107569	102686
10	214830	109782	105048
11	207593	106110	101483
12	201829	103578	98251
13	208677	106470	102207
14	216517	110512	106005
15	237134	120535	116599
16	250762	127455	123307
17	259266	132286	126980
18	265017	135039	129978
19	284579	145884	138695
20	287282	148158	139124
21	287774	148003	139771
22	295359	151494	143865
23	297890	151818	146072
24	296937	150907	146030
25	295593	149648	145945
26	291585	148039	143546
27	290420	147119	143301
28	271957	137750	134207
29	279894	141983	137911
30	279946	141816	138130
31	271824	136883	134941
32	285943	144160	141783
33	289343	146115	143228
34	223026	112539	110487
35	226173	114207	111966
36	225442	113996	111446
37	228592	114815	113777
38	194245	97489	96756
39	190116	96044	94072
40	183963	92325	91638
41	176834	88922	87912
42	172178	86717	85461
43	164886	82331	82555
44	163758	81639	82119
45	164230	82360	81870
46	157746	78918	78828
47	162411	81138	81273
48	161084	80916	80168
49	174324	87464	86860
50	176015	88076	87939
51	170029	83882	86147
52	175946	85782	90164
53	176849	84660	92189
54	184587	87895	96692
55	189549	89639	99910
56	187402	88982	98420
57	186814	88584	98230
58	191283	91445	99838
59	186701	89694	97007
60	172940	82552	90388
61	165869	78664	87205
62	161119	76631	84488
63	153930	72099	81831
64	151951	71318	80633
65	151591	69772	81819
66	144223	65718	78505
67	137379	62143	75236
68	132846	59187	73659
69	124415	54343	70072
70	117380	51090	66290
71	111823	47863	63960
72	106184	44575	61609
73	97983	40570	57413
74	92292	37369	54923
75	86288	34266	52022
76	80024	31509	48515
77	74293	28467	45826
78	65880	24848	41032
79	69261	24580	44681
80	58419	20615	37804
81	52824	17944	34880
82	46473	15847	30626
83	43419	14119	29300
84	39340	12490	26850
85	34717	10819	23898
86	29572	9045	20527
87	26402	7651	18751
88	20250	5801	14449
89	18564	5146	13418
90	15298	4211	11087
91	12053	3283	8770
92	8968	2350	6618
93	6890	1810	5080
94	5374	1361	4013
95	4018	996	3022
96	2924	715	2209
97	1983	469	1514
98	1370	316	1054
99	1069	235	834
100-104	1858	483	1375
105-109	340	117	223
110+	171	78	93
TOTAL	15763992	7715060	8048932

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Table 2.3 (Continued)

STATE CENSUS DATA CENTER

POPULATION BY AGE AND SEX
1980 CENSUS

STATE OF CALIFORNIA

BLACK-NOT OF SPANISH ORIGIN

AGE	TOTAL	MALE	FEMALE
UNDER 1	32820	16626	16194
1	30393	15301	15092
2	29709	15090	14619
3	29193	14815	14378
4	29087	14683	14404
5	28330	14261	14069
6	27824	14127	13697
7	28858	14798	14060
8	29911	15116	14795
9	33985	17060	16925
10	34730	17647	17083
11	32975	16811	16164
12	32440	16423	16017
13	34211	17176	17035
14	36492	18491	18001
15	37751	19103	18648
16	38490	19554	18936
17	38908	19793	19115
18	39124	19998	19126
19	41664	21548	20116
20	41251	21390	19861
21	39255	20112	19143
22	39286	19799	19487
23	38665	19249	19416
24	38696	19077	19619
25	37718	18798	18920
26	35273	17469	17804
27	34287	16688	17599
28	32064	15633	16431
29	33874	16393	17481
30	33301	16183	17118
31	30258	14473	15785
32	29540	14251	15289
33	26837	12704	14133
34	23277	11121	12156
35	23993	11447	12546
36	23032	10960	12072
37	23059	11048	12011
38	20775	9932	10843
39	20991	10097	10894
40	21094	10057	11037
41	19558	9638	9920
42	19279	9568	9711
43	18255	9112	9143
44	18470	9234	9236
45	17849	8737	9112
46	16533	8053	8480
47	17054	8345	8709
48	15008	7295	7713
49	15786	7665	8121
50	15634	7445	8189
51	14406	6889	7517
52	14636	7042	7594
53	14649	6845	7804
54	15182	7138	8044
55	14916	7015	7901
56	13862	6538	7324
57	14245	6592	7653
58	13168	6207	6961
59	12949	6089	6860
60	12970	6013	6957
61	11455	5260	6195
62	10873	5023	5850
63	10214	4625	5589
64	9638	4354	5284
65	10192	4547	5645
66	9443	4159	5284
67	9317	4084	5233
68	8049	3491	4558
69	8333	3573	4760
70	7457	3153	4304
71	6421	2737	3684
72	6100	2582	3518
73	5414	2185	3229
74	5382	2149	3233
75	4787	1970	2817
76	4227	1724	2503
77	3940	1532	2408
78	3105	1163	1942
79	3793	1339	2454
80	2756	1046	1710
81	2098	793	1305
82	1863	692	1171
83	1675	563	1112
84	1522	473	1049
85	1304	445	859
86	1099	360	739
87	1016	327	689
88	711	234	477
89	701	191	510
90	629	194	435
91	521	144	377
92	406	110	296
93	320	87	233
94	221	72	149
95	199	63	136
96	137	46	91
97	124	39	85
98	108	25	83
99	81	29	52
100-104	202	65	137
105-109	85	35	50
110+	62	20	42
TOTAL	1783810	872465	911345

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Table 2.3 (Continued)

STATE CENSUS DATA CENTER

POPULATION BY AGE AND SEX
1980 CENSUS

STATE OF CALIFORNIA

TOTAL PERSONS OF SPANISH ORIGIN

AGE	TOTAL	MALE	FEMALE	AGE	TOTAL	MALE	FEMALE	AGE	TOTAL	MALE	FEMALE
UNDER 1	121718	62177	59541	35	58552	29806	28746	70	10993	4714	6279
1	107607	54919	52688	36	55349	27701	27648	71	10030	4300	5730
2	106968	54571	52397	37	52515	26035	26480	72	9773	4339	5434
3	107116	54438	52678	38	47867	23993	23874	73	9117	4056	5061
4	103977	52798	51179	39	47652	23865	23787	74	8685	3845	4840
5	101220	51396	49824	40	46588	23418	23170	75	8094	3472	4622
6	95184	48227	46957	41	42929	21389	21540	76	7493	3223	4270
7	96273	49305	46968	42	41137	20476	20661	77	6640	2911	3729
8	93028	47192	45836	43	39393	19376	20017	78	6052	2634	3418
9	98954	50320	48634	44	39391	19380	20011	79	6651	2768	3883
10	95695	48536	47159	45	38167	19082	19085	80	4651	2048	2603
11	90180	45518	44662	46	35527	17541	17986	81	3745	1544	2201
12	86289	43709	42580	47	35202	17266	17936	82	3150	1263	1887
13	86743	43422	43321	48	34059	16985	17074	83	2930	1160	1770
14	88818	44855	43963	49	37033	18030	19003	84	2627	1050	1577
15	92870	46955	45915	50	36885	18046	18839	85	2066	831	1235
16	96576	49653	46923	51	33329	16309	17020	86	1823	664	1159
17	99945	52205	47740	52	32188	15450	16738	87	1604	648	956
18	99931	52548	47383	53	3.24.	14906	14335	88	1183	475	708
19	106135	55630	50505	54	30701	14822	15879	89	1091	407	684
20	107746	57287	50459	55	28981	13805	15176	90	872	336	536
21	105759	56009	49750	56	27839	13790	14049	91	805	296	509
22	108318	57157	51161	57	26398	13017	13381	92	555	185	370
23	106049	55497	50552	58	24422	12022	12400	93	451	162	289
24	105739	55590	50149	59	22656	10833	11823	94	368	115	253
25	102800	54065	48735	60	21244	10095	11149	95	269	95	174
26	96720	50390	46330	61	18084	8384	9700	96	197	74	123
27	92690	48049	44641	62	17228	7975	9253	97	163	59	104
28	84696	43709	40987	63	15249	6914	8335	98	116	45	71
29	86808	45105	41703	64	14973	6766	8207	99	87	34	53
30	82359	42181	40178	65	14935	6602	8333	100-104	246	102	144
31	74980	38020	36960	66	13626	5999	7627	105-109	100	41	59
32	73280	37453	35827	67	13429	5773	7656	110+	66	24	42
33	68160	34780	33380	68	12553	5525	7028				
34	60714	30909	29805	69	12271	5243	7028	TOTAL	4544331	2299114	2245217

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Table 2.3 (Continued)

STATE CENSUS DATA CENTER

POPULATION BY AGE AND SEX
1980 CENSUS

STATE OF CALIFORNIA

OTHER-NOT OF SPANISH ORIGIN

AGE	TOTAL	MALE	FEMALE	AGE	TOTAL	MALE	FEMALE	AGE	TOTAL	MALE	FEMALE
UNDER 1	6937	3568	3369	35	3427	1887	1540	70	493	208	285
1	6015	3094	2921	36	3026	1661	1365	71	442	161	281
2	5537	2829	2708	37	2921	1608	1313	72	435	168	267
3	5343	2734	2609	38	2557	1368	1189	73	454	192	262
4	5064	2563	2501	39	2567	1378	1189	74	409	164	245
5	4735	2360	2375	40	2387	1271	1116	75	375	151	224
6	4490	2317	2173	41	2085	1113	972	76	358	146	212
7	4461	2293	2168	42	1934	1007	927	77	339	129	210
8	4200	2123	2077	43	1870	1015	855	78	279	120	159
9	4535	2319	2216	44	1780	963	817	79	333	137	196
10	4381	2222	2159	45	1766	952	814	80	247	101	146
11	3945	2024	1921	46	1609	874	735	81	231	79	152
12	3815	1951	1864	47	1520	784	736	82	190	81	109
13	3808	1984	1824	48	1368	728	640	83	178	67	111
14	3719	1969	1750	49	1462	780	682	84	183	68	115
15	3834	1952	1882	50	1443	748	695	85	173	67	106
16	4044	2079	1965	51	1293	649	644	86	109	42	67
17	4113	2153	1960	52	1362	688	674	87	106	40	66
18	4485	2361	2124	53	1203	617	586	88	82	30	52
19	5077	2777	2300	54	1231	632	599	89	92	34	58
20	5427	2973	2454	55	1127	575	552	90	70	25	45
21	5608	3047	2561	56	1065	548	517	91	49	20	29
22	5829	3249	2580	57	980	470	510	92	38	18	20
23	5804	3214	2590	58	970	484	486	93	39	18	21
24	5849	3230	2619	59	944	470	474	94	28	13	15
25	5908	3304	2604	60	888	424	464	95	22	9	13
26	5544	3137	2407	61	697	324	373	96	14	6	8
27	5511	3043	2468	62	736	355	381	97	6	2	4
28	5063	2819	2244	63	660	300	360	98	8	2	6
29	5360	3022	2338	64	650	296	354	99	4		4
30	5138	2921	2217	65	681	291	390	100-104	17	9	8
31	4701	2518	2183	66	619	276	343	105-109	10	5	5
32	4462	2383	2079	67	580	260	320	110+	5	3	2
33	4060	2194	1866	68	551	258	293				
34	3569	1936	1633	69	552	241	311	TOTAL	226700	119272	107428

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Table 2.3 (Continued)

STATE CENSUS DATA CENTER

POPULATION BY AGE AND SEX
1980 CENSUS

STATE OF CALIFORNIA

AMERICAN INDIAN, ESKIMO, ALEUT AND
ASIAN AND PACIFIC ISLANDER
NOT OF SPANISH ORIGIN

AGE	TOTAL	MALE	FEMALE
UNDER 1	21312	10867	10445
1	19551	10074	9477
2	19186	9858	9328
3	19515	9895	9620
4	19489	10083	9406
5	19680	10063	9617
6	20008	10294	9714
7	21001	10778	10223
8	21038	10850	10188
9	22605	11615	10990
10	22401	11614	10787
11	21541	11034	10507
12	21060	10908	10152
13	21251	11024	10227
14	22079	11470	10609
15	23067	11858	11209
16	23544	12143	11401
17	23887	12461	11426
18	24307	12482	11825
19	25955	13232	12723
20	26360	13468	12892
21	25988	13332	12656
22	25994	13075	12919
23	26320	12947	13373
24	26780	12986	13794
25	27314	13227	14087
26	27345	13111	14234
27	28463	13626	14837
28	26895	12913	13982
29	29182	13771	15411
30	30642	14272	16370
31	29304	13596	15708
32	27836	12809	15027
33	26055	12287	13768
34	21496	10102	11394
35	21933	10303	11630
36	20796	9797	10999
37	19523	9229	10294
38	18619	8836	9783
39	18722	9043	9679
40	18505	8823	9682
41	17167	8339	8828
42	16780	8170	8610
43	16251	7657	8594
44	16022	7512	8510
45	15646	7430	8216
46	15112	6948	8164
47	15104	7021	8083
48	13823	6370	7453
49	14711	6738	7973
50	14352	6504	7848
51	13427	6073	7354
52	13349	6009	7340
53	13111	5889	7222
54	12752	5799	6953
55	12196	5591	6605
56	11523	5382	6141
57	11466	5542	5924
58	10694	5097	5597
59	9990	4708	5282
60	9531	4545	4986
61	8390	3844	4546
62	8002	3757	4245
63	7512	3522	3990
64	7625	3567	4058
65	7390	3482	3908
66	6841	3275	3566
67	6858	3389	3469
68	6227	3277	2950
69	6346	3351	2995
70	5516	3045	2471
71	5345	2878	2467
72	4884	2752	2132
73	4479	2455	2024
74	4240	2299	1941
75	3948	2130	1818
76	3487	1887	1600
77	3130	1622	1508
78	2790	1413	1377
79	2839	1439	1400
80	2262	1052	1210
81	1889	907	982
82	1581	718	863
83	1389	590	799
84	1207	457	750
85	1016	353	663
86	808	270	538
87	711	241	470
88	517	171	346
89	449	171	278
90	429	182	247
91	342	146	196
92	249	102	147
93	201	88	113
94	129	50	79
95	111	39	72
96	84	29	55
97	59	25	34
98	49	27	22
99	56	26	30
100-104	76	38	38
105-109	31	15	16
110+	19	13	6
TOTAL	1349069	660574	688495

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Table 2.4

POPULATION COUNTS BY AGE, RACE, AND SEX

(STATE TOTALS)

	ALL RACES		WHITE		BLACK		OTHER RACES	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
TOTAL..........	11,666,949	12,001,613	8,844,429	9,187,260	890,241	929,041	1,932,279	1,885,312
Under 5 Years Old	873,450	834,613	586,416	558,453	78,974	76,992	208,060	199,168
5 to 9 Years Old	843,792	806,515	578,950	551,788	77,299	75,415	187,543	179,312
10 to 14 Years Old	915,248	880,627	649.651	624,124	88,291	86,080	177,306	170,423
15 to 19 Years Old	1,091,470	1,038,854	783,543	750,237	101,806	97,751	206,121	190,866
20 to 24 Years Old	1,212,946	1,142,716	873,193	829,817	101,793	99,532	237,960	213,367
25 to 29 Years Old	1,133,025	1,100,120	831,344	810,011	86,853	90,007	214,828	200,102
30 to 34 Years Old	1,008,595	1,001,358	768,765	757,605	70,175	75,778	169,655	167,975
35 to 39 Years Old	776,429	775,989	602,553	596,501	54,423	59,350	119,453	120,138
40 to 44 Years Old	629,597	632,876	485,931	485,638	48,418	49,826	95,248	97,[illegible]2
45 to 49 Years Old	578,477	585,879	458,383	458,842	40,696	42,792	79,398	84,245
50 to 54 Years Old	579,002	616,996	475,587	501,105	35,898	39,766	67,517	76,125
55 to 59 Years Old	573,182	629,362	485,508	533,174	32,915	37,202	54,759	58,986
60 to 64 Years Old	467,896	524,793	405,873	452,865	25,651	30,304	36,372	41,624
65 to 69 Years Old	378,134	461,186	328,924	402,770	20,062	25,869	29,148	32,547
70 to 74 Years Old	270,016	361,859	234,225	321,467	12,996	18,175	22,795	22,217
75 to 79 Years Old	175,654	272,852	152,635	244,791	7,838	12,276	15,181	15,785
80 to 84 Years Old	95,738	181,255	85,303	166,153	3,620	6,463	6,815	8,639
85 Years or Older	64,298	153,763	57,645	141,919	2,533	5,463	4,120	6,381
Under 15 Years Old	2,632,490	2,521,755	1,815,017	1,734,365	244,564	238,487	572,909	548,903
15 to 64 Years Old	8,050,619	8,048,943	6,170,680	6,175,795	598,628	622,308	1,281,311	1,250,840
65 Years or Older	983,840	1,430,915	858,732	1,277,100	47,049	68,246	78,059	85,569

Source: *California State Census Data Center Newsletter*, Population Research Unit, Department of Finance: Sacramento, Ca., Summer 1981.

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Table 2.5

AGE BY RACE

(STATE TOTALS)

						UNIVERSE: Persons of Spanish Origin		
	Total	White	Black	American Indian, Eskimo, and Aleut	Asian, Pacific Islander	Total	White	Black
Under 5 years	1708400	1145003	155965	17042	93800	547386	263140	4763
5 to 17 years	4680558	3293225	444442	50383	260785	1221775	606589	9537
18 to 64 years	14864694	11457382	1103523	124310	814630	2595663	1285047	19520
65 years and over	2414250	2135283	115351	9634	83603	179507	111125	1551

Source: *California State Census Data Center Newsletter*, Population Research Unit, Department of Finance: Sacramento, Ca., Summer 1981.

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Table 2.6

Sex by Age
(State Totals)

	Total	Male	Female
Under 1 year	377712	193310	184402
1 and 2 years	675881	346015	329866
3 and 4 years	654807	334314	320493
5 years	320673	163663	157010
6 years	309167	158123	151044
7 to 9 years	1020508	521964	498544
10 to 13 years	1428394	727943	700451
14 years	367625	187297	180328
15 years	394656	200403	194253
16 years	413416	210884	202532
17 years	426119	218898	207221
18 years	432864	222428	210436
19 years	463410	239071	224339
20 years	468066	243276	224790
21 years	464384	240503	223881
22 to 24 years	1423515	729289	694226
25 to 29 years	2232964	1132811	1100153
30 to 34 years	2010051	1008606	1001445
35 to 44 years	2814938	1405997	1408941
45 to 54 years	2359934	1157215	1202719
55 to 59 years	1202140	573119	629021
60 and 61 years	422068	200105	221963
62 to 64 years	570360	267502	302858
65 to 74 years	1470978	648108	822870
75 to 84 years	725255	271347	453908
85 years and over	218017	64294	153723

Source: *California State Census Data Center Newsletter*, Population Research Unit, Department of Finance: Sacramento, Ca., Summer 1981.

Table 2.7

Table 1. **Summary of General Population Characteristics: 1980** Pop-Age-Race

The State Standard Metropolitan Statistical Areas Counties Incorporated Places	Persons														
		Percent					Race								
			Age												
	Total	Female	Under 5 years	18 years and over	65 years and over	Median age	White	Black	American Indian, Eskimo, and Aleut	Asian and Pacific Islander[1]	Spanish origin[2]	In group quarters	Households	Persons per household	Families
The State	23 667 902	50.7	7.2	73.0	10.2	29.9	18 030 893	1 819 281	201 369	1 253 818	4 544 331	568 049	8 629 866	2.68	5 936 810
SMSA'S															
Anaheim–Santa Ana–Garden Grove, Calif.	1 932 709	50.7	6.7	72.8	8.3	29.5	1 669 314	25 287	12 951	86 893	286 339	26 629	686 267	2.78	492 395
Bakersfield, Calif.	403 089	50.2	9.0	69.1	9.7	28.3	309 372	21 152	6 008	7 723	87 026	8 385	139 811	2.82	105 998
Chico, Calif.	143 851	51.2	6.2	76.9	15.5	31.3	134 030	1 702	2 062	1 287	7 542	3 887	56 904	2.46	38 107
Fresno, Calif.	514 621	50.8	8.3	70.2	10.1	28.3	379 279	25 339	4 747	14 777	150 790	9 852	178 506	2.83	131 670
Los Angeles–Long Beach, Calif.	7 477 503	51.2	7.4	72.8	9.9	29.8	5 073 617	943 968	48 120	434 850	2 066 103	142 061	2 730 469	2.69	1 811 587
Modesto, Calif.	265 900	51.2	8.2	70.2	11.0	29.2	233 557	3 124	3 195	4 106	39 889	3 173	94 675	2.78	70 706
Oxnard–Simi Valley–Ventura, Calif.	529 174	50.2	8.1	68.8	8.3	28.6	425 688	11 199	4 899	15 996	113 192	10 228	172 781	3.00	134 757
Redding, Calif.	115 715	50.9	7.3	71.3	11.1	31.2	110 697	723	2 630	516	3 455	1 174	43 014	2.66	32 253
Riverside–San Bernardino–Ontario, Calif.	1 558 182	50.8	8.1	70.8	12.1	29.6	1 282 316	78 670	17 288	24 139	290 280	[illegible]	[illegible]	2.76	414 361
Sacramento, Calif.	1 014 002	51.0	7.1	73.3	9.6	29.7	836 010	61 298	11 166	45 474	101 696	22 556	383 841	2.58	264 589
Salinas–Seaside–Monterey, Calif.	290 444	48.8	8.4	71.7	9.2	27.7	200 035	18 835	2 927	19 696	75 129	18 019	95 734	2.85	70 211
San Diego, Calif.	1 861 846	49.1	6.9	74.4	10.3	28.8	1 514 006	104 452	14 616	89 861	275 177	103 315	670 094	2.62	459 333
San Francisco–Oakland, Calif.	3 250 630	51.1	6.0	76.5	11.2	32.2	2 334 928	391 162	18 136	325 619	351 698	73 395	1 280 506	2.48	801 511
San Jose, Calif.	1 295 071	50.5	6.9	72.3	7.5	29.1	1 017 854	43 716	8 506	99 935	226 611	27 400	458 519	2.76	324 378
Santa Barbara–Santa Maria–Lompoc, Calif.	298 694	50.8	6.2	75.7	11.3	29.7	247 695	7 767	2 702	8 366	55 356	11 979	109 313	2.62	72 595
Santa Cruz, Calif.	188 141	51.1	6.6	76.0	13.2	30.6	166 709	1 461	1 515	4 985	27 668	5 950	71 793	2.54	46 363
Santa Rosa, Calif.	299 681	51.6	6.8	73.8	13.5	31.8	277 991	3 466	3 494	4 636	20 824	6 289	114 474	2.56	79 363
Stockton, Calif.	347 342	50.5	7.9	70.9	11.3	29.8	264 038	19 176	3 457	19 888	66 365	9 891	124 626	2.71	90 918
Vallejo–Fairfield–Napa, Calif.	334 402	49.8	7.8	71.4	9.9	29.3	265 037	28 672	2 706	19 672	33 409	14 087	117 050	2.76	87 167
Visalia–Tulare–Porterville, Calif.	245 738	50.5	9.2	67.4	10.7	28.0	180 080	3 548	2 558	5 066	73 298	4 751	80 846	2.99	63 350
Yuba City, Calif.	101 979	50.0	8.3	69.9	9.8	28.6	84 855	2 793	1 733	4 974	10 465	1 933	36 313	2.76	27 134
COUNTIES															
Alameda	1 105 379	51.4	6.6	74.9	10.3	30.7	740 612	203 612	7 446	85 899	129 962	28 040	426 [illegible]	2.53	274 273
Alpine	1 097	46.2	5.2	74.5	5.3	28.3	932	3	146	5	42	-	[illegible]	2.84	248
Amador	19 314	49.0	5.7	76.8	16.2	37.6	18 411	152	336	72	917	692	[illegible]	2.49	5 714
Butte	143 851	51.2	6.2	76.9	15.5	31.3	134 030	1 702	2 062	1 287	7 542	3 887	56 904	2.46	38 107
Calaveras	20 710	50.0	5.7	75.5	16.1	37.0	19 912	74	319	73	911	391	[illegible]	2.34	6 104
Colusa	12 791	49.9	8.2	70.9	13.2	31.6	10 284	74	194	233	2 493	157	[illegible]	2.69	3 458
Contra Costa	656 380	51.2	6.7	72.4	9.3	31.5	534 628	60 172	3 890	30 363	55 820	6 785	241 534	2.69	177 337
Del Norte	18 217	49.6	8.4	71.4	12.1	31.0	16 004	52	1 301	83	1 018	299	[illegible]	2.64	4 960
El Dorado	85 812	49.8	6.6	74.2	9.9	31.6	82 400	296	739	1 011	3 971	520	[illegible]	2.62	23 723
Fresno	514 621	50.8	8.3	70.2	10.1	28.3	379 279	25 339	4 747	14 777	150 790	9 852	178 506	2.83	131 670
Glenn	21 350	49.9	8.3	70.4	13.4	31.1	18 901	56	353	155	2 532	167	7 707	2.75	5 786
Humboldt	108 514	49.9	7.0	74.8	10.2	29.2	99 489	543	5 714	946	3 736	2 698	41 565	2.55	27 560
Imperial	92 110	50.5	9.1	65.0	9.0	26.4	51 467	2 310	1 375	1 774	51 384	991	28 157	3.24	22 272
Inyo	17 895	50.3	6.9	74.2	15.5	35.5	15 910	26	1 609	72	1 084	213	7 214	2.45	4 981
Kern	403 089	50.2	9.0	69.1	9.7	28.3	309 372	21 152	6 008	7 723	87 026	8 385	139 811	2.82	105 998
Kings	73 738	49.4	9.8	66.8	8.6	26.3	56 103	3 983	725	2 189	19 827	2 616	23 699	3.04	18 772
Lake	36 366	51.1	5.9	78.0	21.9	43.3	34 027	350	806	191	1 882	669	15 192	2.36	10 918
Lassen	21 661	46.6	7.3	72.3	8.9	29.1	19 254	757	636	121	1 417	1 669	7 400	2.70	5 556
Los Angeles	7 477 503	51.2	7.4	72.8	9.9	29.8	5 073 617	943 968	48 120	434 850	2 066 103	142 061	2 730 469	2.69	1 811 587
Madera	63 116	49.7	9.1	67.6	10.8	29.1	47 715	2 174	1 045	625	16 916	697	20 950	2.98	16 807
Marin	222 568	50.9	4.9	77.5	9.7	33.6	206 118	5 477	771	5 426	9 304	7 295	88 723	2.43	55 838
Mariposa	11 108	49.0	5.4	76.7	15.5	34.9	10 431	72	337	55	504	841	4 132	2.48	3 048
Mendocino	66 738	50.4	7.8	71.8	11.9	31.6	61 [illegible]	345	2 375	455	3 680	1 316	25 072	2.61	17 833
Merced	134 560	49.8	9.5	67.4	8.6	26.7	104 377	6 806	1 091	2 891	34 056	2 139	44 539	2.97	34 448
Modoc	8 610	50.6	7.7	71.6	13.9	33.8	8 042	16	366	24	356	244	3 198	2.62	2 432
Mono	8 577	45.4	7.1	76.1	4.3	27.8	7 996	16	336	43	403	183	3 433	2.43	2 020
Monterey	290 444	48.8	8.4	71.7	9.2	27.7	200 035	18 835	2 927	19 696	75 129	18 019	95 734	2.85	70 211
Napa	99 199	50.9	5.8	73.6	15.1	33.7	90 856	887	725	2 095	8 636	5 838	36 626	2.59	25 923
Nevada	51 645	50.9	6.6	74.8	15.3	34.6	50 490	73	307	245	1 532	673	20 012	2.55	14 969
Orange	1 932 709	50.7	6.7	72.8	8.3	29.5	1 669 314	25 287	12 951	86 893	286 339	26 629	686 267	2.78	492 395
Placer	117 247	50.8	6.5	72.5	11.2	32.2	110 243	402	1 131	1 721	8 211	1 665	42 732	2.71	32 225
Plumas	17 340	49.4	7.5	73.0	11.5	32.6	16 463	163	498	53	636	106	6 637	2.60	4 987
Riverside	663 166	51.3	7.6	72.2	14.9	31.7	564 771	30 857	7 206	9 210	124 417	10 795	242 937	2.69	179 185
Sacramento	783 381	51.2	7.2	73.2	9.5	29.8	632 777	58 951	8 827	39 136	74 141	14 707	299 805	2.56	205 931
San Benito	25 005	50.1	9.2	66.9	10.0	28.1	17 179	60	179	470	11 630	405	7 982	3.12	6 257
San Bernardino	895 016	50.5	8.5	69.8	10.0	28.4	737 545	47 813	10 084	14 929	165 862	23 214	308 663	2.82	235 176
San Diego	1 861 846	49.1	6.9	74.4	10.3	28.8	1 514 006	104 452	14 616	89 861	275 177	103 315	670 094	2.62	459 333
San Francisco	678 974	50.2	4.6	82.8	15.4	34.1	395 081	86 414	3 548	147 426	83 373	24 463	298 956	2.19	140 490
San Joaquin	347 342	50.5	7.9	70.9	11.3	29.8	264 038	19 176	3 457	19 888	66 365	9 891	124 626	2.71	90 918
San Luis Obispo	155 435	49.0	5.9	78.2	13.4	29.9	140 386	2 726	1 786	3 304	14 795	9 629	58 204	2.51	39 060
San Mateo	587 329	51.3	5.9	76.6	10.6	32.9	458 489	35 487	2 481	36 305	73 339	6 812	225 201	2.58	153 373
Santa Barbara	298 694	50.8	6.2	75.7	11.3	29.7	247 695	7 767	2 702	8 366	55 356	11 979	109 313	2.62	72 595
Santa Clara	1 295 071	50.5	6.9	72.3	7.5	29.1	1 017 854	43 716	8 506	99 935	226 611	27 400	458 519	2.76	324 378
Santa Cruz	188 141	51.1	6.6	76.0	13.2	30.6	166 709	1 461	1 515	4 985	27 668	5 950	71 793	2.54	46 363
Shasta	115 715	50.9	7.3	71.3	11.1	31.2	110 697	723	2 630	516	3 455	1 174	43 014	2.66	32 253
Sierra	3 073	48.7	6.0	75.0	14.4	33.9	2 990	3	46	10	96	12	1 274	2.40	867
Siskiyou	39 732	49.9	7.6	72.3	13.0	32.6	36 574	602	1 485	155	1 891	575	15 115	2.59	11 088
Solano	235 203	49.3	8.6	69.6	7.6	27.9	174 181	27 785	1 981	17 377	24 773	8 249	80 426	2.82	61 244
Sonoma	299 681	51.6	6.8	73.8	13.5	31.8	277 991	3 466	3 494	4 636	20 824	6 289	114 474	2.56	79 363
Stanislaus	265 900	51.2	8.2	70.2	11.0	29.2	233 557	3 124	3 195	4 106	39 889	3 173	94 675	2.78	70 706
Sutter	52 246	50.4	7.6	70.6	10.3	29.9	42 893	562	587	3 597	6 098	493	18 809	2.75	14 032
Tehama	38 888	50.5	7.1	72.1	14.4	33.4	37 128	63	603	191	2 127	419	14 338	2.65	11 035
Trinity	11 858	48.9	7.6	71.6	11.2	32.7	11 204	13	453	90	319	42	[illegible]	2.63	3 412
Tulare	245 738	50.5	9.2	67.4	10.7	28.0	180 080	3 548	2 558	5 066	73 298	4 751	80 846	2.99	63 350
Tuolumne	33 928	49.2	6.5	74.9	13.8	33.1	32 023	377	590	189	1 781	1 143	[illegible]	2.55	9 515
Ventura	529 174	50.2	8.1	68.8	8.3	28.6	425 688	11 199	4 899	15 996	113 192	10 228	172 781	3.00	134 757
Yolo	113 374	50.1	[illegible]	75.3	8.7	27.1	92 990	1 945	1 206	4 597	19 342	6 206	41 304	2.59	26 433
Yuba	49 733	49.5	9.1	69.2	9.3	27.3	41 962	2 231	1 146	1 377	4 367	1 440	17 504	2.76	13 102
INCORPORATED PLACES															
Adelanto city	2 164	48.6	11.6	66.6	7.1	24.2	1 714	161	94	65	195	-	658	2.52	557

[1] Excludes "Other Asian and Pacific Islander" groups identified in sample tabulations.
[2] Persons of Spanish origin may be of any race.

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Table 2.7 (Continued)

Table 1. **Summary of General Population Characteristics: 1980**—Con.

The State Standard Metropolitan Statistical Areas Counties Incorporated Places	Persons														
		Percent					Race								
			Age												
	Total	Female	Under 5 years	18 years and over	65 years and over	Median age	White	Black	American Indian, Eskimo, and Aleut	Asian and Pacific Islander[1]	Spanish origin[2]	In group quarters	Households	Persons per household	Families
INCORPORATED PLACES—Con															
Alameda city	63 852	50.6	5.7	79.0	12.1	32.3	49 787	2 672	468	8 374	5 342	3 432	26 517	2.28	15 906
Albany city	15 130	53.6	6.0	80.5	15.6	32.7	11 413	971	81	1 884	1 320	167	6 855	2.18	4 133
Alhambra city	[illegible]	51.9	6.9	77.1	15.8	[illegible]	[illegible]	472	727	[illegible]	24 [illegible]	[illegible]	25 262	2.41	[illegible]
Alturas city	3 025	51.6	7.4	71.9	15.0	33.3	[illegible]	[illegible]	109	14	124	6	1 218	2.48	855
Amador City city	136	52.9	6.6	72.8	14.0	32.7	136	-	-	-	3	-	57	2.39	37
Anaheim city	219 311	50.8	7.3	73.5	7.7	28.6	[illegible] 407	2 531	656	8 813	37 676	2 802	79 749	2.71	56 221
Anderson city	7 381	53.1	10.3	67.0	11.6	27.3	6 976	15	242	37	280	8	2 736	2.69	2 099
Angels city	2 302	50.6	5.3	78.5	20.5	40.1	2 216	4	41	12	96	-	1 010	2.28	682
Antioch city	42 683	51.2	9.1	67.6	7.5	27.8	38 180	525	439	937	5 958	238	14 955	2.84	11 666
Arcadia city	45 994	53.2	4.0	76.7	16.8	38.6	42 852	62	147	1 760	3 166	401	17 903	2.55	12 838
Arcata city	12 340	48.6	4.8	83.6	9.3	24.1	11 [illegible]	79	241	204	556	1 067	4 629	2.44	2 306
Arroyo Grande city	11 290	52.1	6.5	74.7	17.5	34.4	10 414	46	130	358	842	151	4 296	2.59	3 273
Artesia city	14 301	50.2	8.2	69.6	9.8	29.1	[illegible] 460	202	108	615	4 961	494	4 332	3.20	3 387
Arvin city	6 863	49.8	11.0	62.0	8.0	23.6	4 231	90	91	51	3 973	19	1 946	3.52	1 608
Atascadero city	16 232	51.1	8.[illegible]	71.4	11.8	30.7	15 378	152	264	147	1 030	263	5 825	2.74	4 466
Atherton town	7 797	50.2	3.5	76.2	12.9	39.0	7 347	41	3	294	280	495	2 626	3.01	2 089
Atwater city	17 530	50.4	11.2	66.3	4.5	24.3	13 833	1 694	161	587	2 179	-	5 696	3.08	4 583
Auburn city	7 540	55.1	5.3	79.6	21.5	37.8	7 220	46	72	106	298	480	3 188	2.24	1 953
Avalon city	2 022	49.5	5.2	77.9	15.3	36.6	[illegible]	-	6	3	484	-	913	2.21	521
Avenal city	4 137	48.8	11.1	65.0	11.2	25.8	[illegible]	14	52	14	1 863	9	1 311	3.15	1 014
Azusa city	29 380	51.0	9.7	69.7	7.7	26.3	22 508	387	241	786	12 437	453	10 004	2.89	7 205
Bakersfield city	105 611	51.8	9.0	70.9	9.2	28.0	90 918	11 [illegible]	355	2 101	15 886	1 709	39 602	2.62	27 731
Baldwin Park city	50 554	50.8	11.6	62.1	6.2	24.2	35 488	648	500	2 150	29 363	667	13 923	3.58	11 630
Banning city	14 020	52.5	8.2	71.2	18.2	33.0	[illegible]	1 726	344	55	2 562	99	5 356	2.60	3 739
Barstow city	17 690	50.5	8.7	67.4	7.8	27.1	[illegible]	1 356	478	366	5 278	76	6 174	2.85	4 605
Beaumont city	6 818	52.8	7.7	72.9	20.8	33.9	5 933	7	115	49	1 366	98	2 657	2.53	1 827
Bell city	25 450	51.5	10.8	67.5	10.2	27.0	19 374	81	335	410	16 328	98	8 855	2.86	6 172
Bellflower city	53 441	51.4	7.7	76.0	10.4	29.7	45 315	906	391	2 136	7 934	635	21 614	2.44	14 236
Bell Gardens city	34 117	50.6	14.2	57.8	5.6	22.1	26 136	70	738	247	21 932	495	9 314	3.61	7 595
Belmont city	24 505	51.8	4.7	78.2	8.0	33.4	22 182	251	96	452	1 537	620	9 713	2.46	6 422
Belvedere city	2 401	53.6	2.5	76.5	14.3	43.8	2 363	-	-	23	35	-	947	2.54	719
Benicia city	15 376	50.5	7.7	70.4	7.4	30.7	13 299	723	161	772	998	57	5 737	2.67	4 160
Berkeley city	103 328	50.1	3.9	84.6	10.8	29.1	[illegible]	20 [illegible]	445	8 [illegible]	5 219	8 885	44 704	2.11	19 239
Beverly Hills city	32 367	56.9	3.9	81.9	21.3	44.3	30 467	500	38	797	1 356	7	14 866	2.18	8 622
Biggs city	1 413	52.6	7.0	68.9	14.6	30.3	1 285	-	40	2	121	-	495	2.85	395
Bishop city	3 333	51.9	6.2	79.3	20.0	37.9	3 228	5	69	31	221	27	1 560	2.12	913
Blue Lake city	1 201	50.5	7.1	72.3	8.2	28.1	1 130	-	63	4	13	-	456	2.63	306
Blythe city	6 805	49.9	8.8	65.3	8.9	27.1	6 000	358	48	40	2 711	96	2 211	3.03	1 696
Bradbury city	866	50.9	5.1	74.1	10.8	36.6	798	32	-	37	90	-	274	3.09	241
Brawley city	14 946	50.9	10.2	66.6	9.2	25.8	7 722	421	74	181	8 668	111	4 659	3.18	3 625
Brea city	27 913	49.9	6.1	72.6	6.3	30.0	25 534	130	212	555	3 234	100	9 915	2.81	7 390
Brentwood city	4 434	51.1	8.0	68.3	11.6	29.4	3 358	3	43	72	1 753	26	1 532	2.88	1 170
Brisbane city	2 969	48.8	5.9	79.8	10.6	33.6	2 651	20	15	111	366	-	1 362	2.18	720
Buena Park city	64 165	50.3	7.2	71.[illegible]	5.6	28.0	55 [illegible]	725	696	3 861	11 366	346	21 320	2.99	16 860
Burbank city	84 625	52.2	5.2	78.5	15.[illegible]	35.7	76 [illegible]	437	915	[illegible]	3 761	854	35 880	2.33	22 566
Burlingame city	26 173	56.3	3.5	83.7	19.7	39.5	24 426	59	54	[illegible]	1 622	460	12 356	2.08	6 635
Calexico city	14 412	52.0	8.9	60.2	6.4	22.8	5 253	27	9	249	13 566	32	3 608	3.98	3 109
California City city	2 743	49.7	7.5	70.0	10.8	31.1	2 272	206	39	79	193	-	990	2.77	769
Calipatria city	2 636	49.4	10.5	58.6	6.4	22.9	1 226	16	[illegible]	32	1 762	-	706	3.73	600
Calistoga city	3 879	53.2	5.2	82.1	33.4	50.4	3 420	-	25	17	698	80	1 791	2.12	1 082
Camarillo city	37 797	50.9	6.9	72.0	12.7	32.9	33 635	471	[illegible]	400	3 803	493	13 315	2.80	10 738
Campbell city	27 067	51.6	5.6	78.2	8.5	28.9	24 241	319	74	407	2 255	165	11 639	2.31	6 714
Capitola city	9 095	53.6	5.0	82.3	18.5	32.1	8 520	41	75	159	381	105	4 333	2.07	2 263
Carlsbad city	35 490	49.9	6.4	76.5	11.5	32.2	31 881	232	50	810	4 790	922	13 586	2.56	9 790
Carmel-by-the-Sea city	4 707	59.3	2.5	87.6	29.6	50.0	4 562	9	17	72	06	17	2 560	1.83	1 179
Carpinteria city	10 835	50.8	7.4	72.9	10.8	29.4	9 401	93	74	170	3 330	11	3 990	2.71	2 808
Carson city	81 221	51.0	7.5	65.8	5.4	27.3	34 329	23 914	631	12 458	18 926	316	22 753	3.56	19 276
Ceres city	13 281	51.7	9.7	66.6	9.7	27.7	11 709	39	228	285	1 768	93	4 672	2.82	3 633
Cerritos city	53 020	50.3	7.9	63.6	2.7	29.1	33 [illegible]	4 186	225	11 700	7 532	44	14 730	3.60	13 448
Chico city	26 603	52.3	5.0	83.0	9.0	24.1	24 450	463	175	355	1 476	2 462	10 523	2.29	4 821
Chino city	40 165	45.9	9.6	66.0	4.3	29.9	32 953	[illegible]	278	601	[illegible] 733	3 421	10 992	3.34	9 335
Chowchilla city	5 122	52.7	8.8	71.3	16.9	32.2	4 780	38	[illegible]	39	254	32	[illegible]	2.63	1 468
Chula Vista city	83 927	51.5	5.8	72.3	10.3	30.5	59 [illegible]	[illegible]	542	[illegible]	19 624	751	30 398	2.74	22 226
Claremont city	30 950	51.4	4.8	75.3	[illegible]	29.3	27 [illegible]	[illegible]	[illegible]	[illegible]	2 281	3 842	9 544	2.84	7 213
Clayton city	4 325	50.2	7.0	68.7	3.0	31.5	4 290	45	[illegible]	[illegible]	205	-	[illegible]	3.25	[illegible]
Cloverdale city	3 989	51.1	6.0	75.3	18.4	35.4	[illegible]	[illegible]	39	[illegible]	262	10	[illegible]	2.40	[illegible]
Clovis city	33 021	51.5	8.4	[illegible]	9.0	29.6	28 997	[illegible]	319	[illegible]	4 134	50	12 437	2.64	8 929
Coachella city	9 129	51.3	12.6	[illegible]	[illegible]	[illegible]	3 340	[illegible]	[illegible]	[illegible]	[illegible]	42	[illegible]	[illegible]	[illegible]
Coalinga city	6 593	50.7	8.5	70.9	11.9	29.0	5 960	40	79	[illegible]	[illegible]	203	2 315	2.76	1 774
Colfax city	981	52.9	8.4	77.0	23.6	39.0	916	-	[illegible]	-	[illegible]	-	457	2.15	280
Colma town	395	67.6	4.3	77.2	13.9	34.4	319	-	-	8	30	-	91	2.45	107
Colton city	21 310	51.4	9.4	68.2	9.6	26.9	[illegible]	473	203	183	[illegible]	14	7 398	2.87	5 404
Colusa city	4 075	51.3	8.3	70.9	11.5	31.0	3 243	38	43	37	790	[illegible]	1 520	2.60	1 110
Commerce city	10 509	50.5	11.[illegible]	63.0	6.8	24.2	7 962	38	80	[illegible]	8 937	36	2 999	3.50	2 412
Compton city	81 286	52.0	10.7	60.1	4.0	22.4	4 320	60 812	250	[illegible]	[illegible]	658	21 488	3.75	18 075
Concord city	103 255	51.3	7.0	72.2	7.3	29.6	93 478	[illegible]	571	[illegible]	7 430	956	38 [illegible]	[illegible]	27 446
Corcoran city	6 454	50.3	10.7	56.3	8.5	25.8	3 839	280	55	25	3 334	-	2 040	[illegible]	1 506
Corning city	4 745	52.3	8.7	71.2	[illegible]	31.6	4 505	4	[illegible]	23	308	30	1 850	2.55	1 326
Corona city	37 791	50.6	9.3	65.4	7.0	27.0	31 262	324	372	419	[illegible]	310	11 964	3.13	9 635
Coronado city	16 859	48.0	4.1	82.1	13.9	33.6	[illegible]	314	72	459	792	913	5 823	2.23	4 225
Corte Madera town	8 074	51.6	4.1	77.8	10.2	36.3	7 698	77	23	204	305	-	3 223	2.50	[illegible]
Costa Mesa city	82 562	50.1	5.6	78.2	7.9	28.9	[illegible]	[illegible]	[illegible]	3 790	8 475	[illegible]	32 637	2.48	19 475
Cotati city	3 475	52.2	8.6	73.5	[illegible]	28.5	[illegible]	64	36	[illegible]	[illegible]	9	1 373	2.53	901
Covina city	[illegible] 751	52.2	8.2	73.5	9.4	30.9	30 504	414	[illegible]	300	4 285	[illegible]	12 313	[illegible]	8 912
Crescent City city	[illegible] 075	52.2	9.0	71.9	13.4	28.8	2 755	[illegible]	198	23	[illegible]	[illegible]	1 214	2.44	797
Cudahy city	17 984	51.4	14.9	56.8	4.8	22.0	[illegible]	[illegible]	[illegible]	144	[illegible]	-	[illegible]	3.55	[illegible]
Culver City city	38 139	52.1	4.7	78.7	10.5	33.9	29 262	[illegible]	65	3 298	5 428	540	[illegible]	2.35	[illegible]

[1] Excludes "Other Asian and Pacific Islander" groups identified in sample tabulations.

[2] Persons of Spanish origin may be of any race.

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Table 2.7 (Continued)

Table 1. **Summary of General Population Characteristics: 1980**—Con.

Pop–Age–Race

The State Standard Metropolitan Statistical Areas Counties Incorporated Places	Persons														
		Percent					Race								
			Age												
	Total	Female	Under 5 years	18 years and over	65 years and over	Median age	White	Black	American Indian, Eskimo, and Aleut	Asian and Pacific Islander¹	Spanish origin²	In group quarters	Households	Persons per household	Families
INCORPORATED PLACES—Con															
Cupertino city	34 015	50.1	6.7	73.8	5.5	32.2	30 665	275	100	2 326	1 477	497	12 284	2.73	8 976
Cypress city	40 391	51.2	5.9	68.3	3.8	28.8	35 292	525	290	2 757	4 417	119	12 668	3.18	10 309
Daly City city	78 519	51.8	7.1	74.0	8.7	30.7	40 186	6 420	422	21 949	[illegible]	[illegible]	[illegible]	[illegible]	19 693
Davis city	36 640	50.2	4.8	81.1	4.2	24.5	31 633	801	246	2 391	2 051	1 781	14 041	2.48	6 992
Delano city	16 491	49.7	9.9	65.5	10.9	26.6	6 790	505	134	2 418	9 466	147	4 912	3.33	3 942
Del Mar city	5 017	48.7	2.5	86.0	10.5	32.2	4 802	19	22	84	189	32	2 233	2.21	1 083
Del Rey Oaks city	1 557	52.5	6.7	75.5	10.0	34.3	1 391	13	16	101	87	5	567	2.74	451
Desert Hot Springs city	5 941	52.6	7.1	78.6	24.7	39.8	5 497	35	59	34	514	89	2 683	2.18	1 656
Dinuba city	9 907	51.8	9.8	66.7	13.3	27.7	6 180	8	64	282	4 818	172	3 182	3.06	2 471
Dixon city	7 541	50.0	10.2	65.8	6.7	26.9	6 079	43	42	103	2 001	11	2 436	3.10	2 008
Dorris city	836	51.9	6.7	72.7	15.4	32.9	772	-	22	-	50	-	331	2.53	235
Dos Palos city	3 123	51.6	8.7	68.1	13.4	29.6	2 567	19	7	29	779	-	1 091	2.86	863
Downey city	82 602	51.3	5.7	77.4	11.1	34.1	73 434	797	557	2 917	13 910	1 389	32 667	2.49	22 599
Duarte city	16 766	52.0	9.2	69.5	10.8	29.0	11 908	1 516	100	777	5 039	516	5 696	2.96	4 113
Dunsmuir city	2 253	51.4	7.9	73.6	17.7	34.7	2 140	30	24	13	185	-	956	2.36	635
El Cajon city	73 892	52.1	7.8	73.8	10.8	28.6	68 992	749	600	1 097	5 862	1 883	28 466	2.53	19 467
El Centro city	23 996	50.9	10.0	65.8	7.8	26.3	14 613	1 322	146	591	11 983	373	7 780	3.06	5 877
El Cerrito city	22 731	52.9	4.1	81.6	15.9	40.1	16 233	2 205	60	3 677	1 036	45	9 640	2.35	6 512
El Monte city	79 494	50.4	11.8	64.8	8.0	24.7	54 857	505	978	2 244	48 782	1 861	24 170	3.22	18 489
El Paso de Robles city	9 163	52.6	8.3	72.6	13.5	30.6	8 035	300	144	116	1 063	61	3 631	2.51	2 546
El Segundo city	13 752	50.1	4.5	78.6	8.1	32.6	12 930	52	90	249	1 082	60	5 985	2.29	3 535
Emeryville city	3 714	49.1	5.1	84.6	8.8	33.9	2 117	1 048	4	307	357	2	2 132	1.74	768
Escalon city	3 127	52.4	7.6	72.7	16.9	33.3	2 934	2	38	13	318	20	1 199	2.59	891
Escondido city	64 355	52.1	7.6	74.0	16.3	30.8	57 721	276	712	1 163	9 378	948	25 346	2.54	17 426
Etna city	754	51.5	9.8	68.8	15.9	31.3	700	-	46	3	14	13	283	2.62	207
Eureka city	24 153	51.3	6.7	76.6	13.4	31.2	22 202	250	960	312	1 003	639	10 121	2.32	6 117
Exeter city	5 606	52.3	8.2	70.8	17.2	32.1	4 752	7	73	67	914	78	2 060	2.68	1 568
Fairfax city	7 391	50.7	5.0	80.5	9.1	32.0	7 066	74	34	108	289	14	3 271	2.26	1 754
Fairfield city	58 099	48.6	9.0	68.1	4.4	25.3	43 343	7 178	500	3 964	5 746	3 426	18 406	2.97	14 724
Farmersville city	5 544	52.2	11.9	59.4	8.5	23.0	3 690	11	82	27	2 310	-	1 640	3.38	1 338
Ferndale city	1 367	52.0	6.1	72.5	14.7	33.2	1 306	1	14	20	32	-	541	2.53	361
Fillmore city	9 602	49.9	9.9	66.9	12.7	28.3	6 595	5	76	58	4 602	244	2 967	3.15	2 293
Firebaugh city	3 740	49.2	11.6	61.6	7.6	24.1	1 721	90	43	29	2 607	-	1 100	3.40	890
Folsom city	11 003	44.1	5.5	79.5	15.1	36.5	9 767	571	142	126	652	1 968	3 060	2.44	2 710
Fontana city	37 111	51.2	9.5	66.9	9.1	26.9	31 349	1 332	565	438	6 905	426	12 389	2.96	9 718
Fort Bragg city	5 019	52.3	7.9	74.6	16.6	32.2	4 727	3	69	15	320	56	2 077	2.39	1 357
Fort Jones town	544	52.4	7.5	77.0	21.0	34.5	521	-	21	-	15	-	237	2.30	163
Fortuna city	7 591	51.9	6.5	74.1	15.0	32.3	7 167	8	173	63	258	134	2 862	2.61	2 136
Foster City city	23 287	50.4	5.7	73.7	3.9	32.0	18 669	974	55	2 885	1 472	3	8 828	2.64	6 179
Fountain Valley city	55 080	50.8	5.8	66.1	4.1	29.6	48 833	408	342	3 964	3 728	115	16 520	3.33	14 019
Fowler city	2 496	51.9	9.7	70.2	14.9	29.6	1 620	108	11	134	1 206	47	834	2.97	645
Fremont city	131 945	50.4	7.6	69.9	5.2	28.2	110 437	3 340	1 025	9 495	18 423	1 256	44 123	2.96	36 612
Fresno city	218 202	52.1	8.5	72.1	10.9	28.1	156 501	20 665	2 097	6 111	51 489	5 570	81 996	2.59	55 093
Fullerton city	102 034	50.6	6.0	75.8	8.0	29.3	88 206	1 670	602	4 739	13 801	2 072	37 869	2.64	25 823
Galt city	5 514	51.6	8.7	68.0	13.3	29.0	4 680	10	78	135	1 091	147	1 841	2.88	1 461
Gardena city	45 165	51.0	7.0	74.8	9.4	31.1	17 603	10 220	215	12 493	7 736	751	16 920	2.67	11 492
Garden Grove city	123 307	50.7	7.3	71.7	7.4	28.8	106 217	1 039	1 050	7 390	16 589	1 392	41 590	2.93	31 819
Gilroy city	21 641	50.9	10.2	65.0	8.2	26.3	14 334	148	186	696	9 760	184	6 839	3.14	5 459
Glendale city	139 060	53.5	5.2	79.2	16.3	35.9	119 962	460	682	7 853	24 665	2 553	59 339	2.30	35 988
Glendora city	38 654	51.5	6.4	71.4	8.9	30.8	36 261	195	232	853	3 479	852	12 863	2.93	10 281
Gonzales city	2 891	49.9	10.2	63.4	10.7	26.5	1 636	8	33	128	1 968	29	853	3.36	686
Grand Terrace city	8 498	50.6	7.1	72.4	8.8	30.8	7 992	170	57	230	1 083	153	3 024	2.76	2 310
Grass Valley city	6 697	54.7	7.0	78.8	24.1	35.1	6 523	2	91	44	156	232	3 037	2.13	1 781
Greenfield city	4 181	49.6	11.8	62.0	6.6	23.0	2 196	76	50	54	2 781	10	1 115	3.74	949
Gridley city	3 982	52.8	8.0	72.3	19.1	33.1	3 323	3	30	44	683	92	1 522	2.56	1 053
Grover City city	8 827	51.7	8.8	74.0	14.8	29.8	7 365	87	146	414	1 454	8	3 465	2.55	2 408
Guadalupe city	3 629	47.0	10.2	63.6	9.4	24.8	1 053	17	17	560	2 711	19	951	3.80	786
Gustine city	3 142	51.0	6.6	75.0	16.3	36.4	3 011	10	14	33	313	-	1 266	2.48	925
Half Moon Bay city	7 282	50.0	6.7	73.3	8.4	32.3	6 545	33	32	235	775	2	2 609	2.79	1 972
Hanford city	20 958	52.1	9.0	69.0	11.4	28.2	15 678	1 192	184	484	5 046	648	7 364	2.76	5 497
Hawaiian Gardens city	10 548	50.0	12.1	60.6	5.5	23.2	6 711	122	174	614	5 516	19	2 994	3.52	2 363
Hawthorne city	56 447	50.6	6.8	75.1	8.0	29.8	38 120	7 487	611	4 076	11 636	697	23 021	2.42	13 810
Hayward city	94 167	51.0	7.3	74.1	8.8	29.6	70 963	5 346	900	7 085	19 029	1 458	34 600	2.68	24 666
Healdsburg city	7 217	52.8	7.0	75.1	17.3	33.4	6 443	17	78	50	1 334	34	2 885	2.49	2 067
Hemet city	22 454	56.2	4.1	87.7	48.3	64.2	21 252	8	101	134	1 634	383	11 299	1.94	7 292
Hercules city	5 963	50.0	11.7	65.0	2.6	28.4	2 725	737	25	2 184	642	-	1 753	3.40	1 537
Hermosa Beach city	18 070	46.3	3.1	90.7	6.0	29.9	16 928	190	131	413	1 122	46	9 134	1.97	3 593
Hidden Hills city	1 760	51.3	3.1	65.2	2.8	31.3	1 696	19	4	22	84	-	462	3.81	436
Hillsborough city	10 451	51.6	3.8	73.8	12.6	40.8	9 292	43	6	927	354	-	3 392	3.08	3 030
Hollister city	11 488	51.5	10.1	66.8	10.2	27.2	7 130	28	57	258	6 305	76	3 716	3.07	2 875
Holtville city	4 399	50.6	10.1	64.3	8.7	26.1	2 795	[illegible]	19	46	2 092	34	1 331	3.28	1 108
Hughson city	2 943	51.6	8.5	65.6	11.5	27.3	2 669	2	24	33	792	-	949	3.10	762
Huntington Beach city	170 505	50.3	6.3	72.1	5.9	28.8	154 156	1 218	1 206	8 453	13 427	523	61 126	2.78	43 822
Huntington Park city	46 223	51.1	12.2	66.0	8.8	25.2	33 898	239	400	565	37 328	116	15 015	3.07	10 633
Huron city	2 768	45.7	14.7	56.7	3.5	20.5	808	18	9	43	2 528	60	648	4.18	545
Imperial city	3 451	51.0	8.7	66.0	7.7	25.6	2 467	24	21	32	1 229	16	1 065	3.23	853
Imperial Beach city	22 689	48.6	11.7	68.4	4.1	24.0	18 058	858	239	1 601	4 831	306	7 767	2.88	5 780
Indian Wells city	1 394	51.4	2.0	87.7	27.6	56.0	1 355	10		19	30	-	618	2.26	498
Indio city	21 611	51.2	10.9	63.3	7.0	24.7	12 635	1 010	150	245	12 152	181	6 626	3.23	5 247
Industry city	664	53.3	5.8	78.0	26.1	39.2	557	6	9	6	220	226	141	3.11	110
Inglewood city	94 245	52.3	8.8	71.3	8.3	27.9	27 711	54 010	436	1 667	18 080	2 336	36 750	2.50	22 837
Ione city	2 207	40.8	5.6	74.9	11.6	23.5	1 849	121	74	9	231	480	632	2.73	479
Irvine city	62 134	50.7	6.8	71.5	3.7	29.3	54 556	916	196	4 836	3 752	3 063	21 337	2.77	15 953
Irwindale city	1 030	48.1	11.3	62.2	5.5	23.6	586	7	10	5	897	10	255	4.00	223
Isleton city	914	49.1	6.0	74.5	21.0	40.4	589	9	15	171	197	-	377	2.42	238
Jackson city	2 331	53.7	4.1	81.6	25.3	45.6	2 246	2	24	24	123	127	1 009	2.18	666
Kerman city	4 002	52.7	9.9	65.4	9.8	26.8	3 084	3	24	118	1 494	-	1 316	3.04	1 070

¹Excludes "Other Asian and Pacific Islander" groups identified in sample tabulations. ²Persons of Spanish origin may be of any race.

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Table 2.7 (Continued)

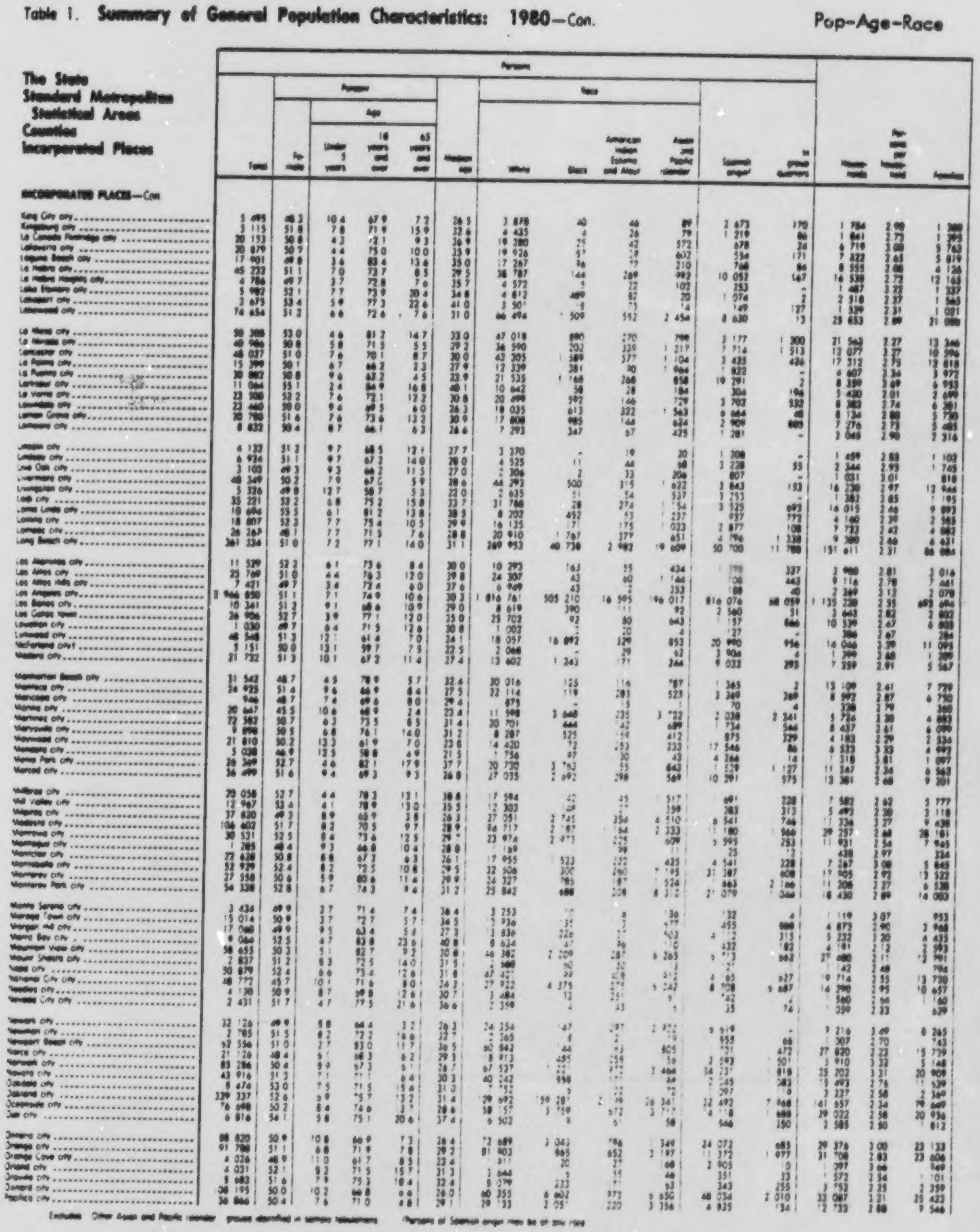

Table 1. **Summary of General Population Characteristics: 1980**—Con.

Pop-Age-Race

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Table 2.7 (Continued)

Table 1. **Summary of General Population Characteristics: 1980**—Con. Pop-Age-Race

The State Standard Metropolitan Statistical Areas Counties Incorporated Places	Persons												Households	Persons per household	Families
	Total	Percent				Median age	Race				Spanish origin[2]	In group quarters			
		Female	Age												
			Under 5 years	18 years and over	65 years and over		White	Black	American Indian, Eskimo, and Aleut	Asian and Pacific Islander[1]					
INCORPORATED PLACES—Con.															
Pacific Grove city	15 755	54.5	4.8	81.9	17.9	34.3	14 377	283	129	537	873	268	7 196	2.15	4 090
Palmdale city	12 277	51.1	9.0	70.6	9.1	28.8	10 965	420	208	190	1 167	30	4 698	2.63	3 383
Palm Desert city	11 801	51.8	5.4	80.5	18.4	38.5	11 013	[illegible]	[illegible]	131	1 394	[illegible]	[illegible]	[illegible]	3 399
Palm Springs city	32 271	53.1	3.9	83.8	25.0	46.4	28 791	1 638	184	702	2 896	279	15 138	2.11	8 936
Palo Alto city	55 225	52.0	3.9	79.8	13.4	35.1	49 111	1 534	182	3 360	2 091	1 438	23 041	2.33	13 511
Palos Verdes Estates city	14 376	51.0	3.9	71.5	7.3	38.6	13 440	135	17	656	331	-	4 776	3.01	4 213
Paradise city	22 571	52.7	5.3	79.7	28.7	46.3	22 057	8	133	133	614	530	9 540	2.31	6 871
Paramount city	36 407	50.6	11.4	66.3	7.6	25.1	25 700	1 253	387	889	16 888	288	11 279	3.20	8 586
Parlier city	2 902	50.3	9.9	58.6	6.1	21.8	1 414	-	7	67	2 641	13	734	3.94	632
Pasadena city	118 550	52.4	6.7	76.9	14.9	31.6	76 746	24 537	840	6 148	21 772	4 660	47 036	2.42	27 973
Patterson city	3 908	51.3	8.7	65.0	11.5	27.3	2 707	-	7	42	2 051	7	1 278	3.06	974
Perris city	6 827	51.9	8.6	69.7	16.9	30.2	4 832	660	103	96	2 008	127	2 395	2.83	1 660
Petaluma city	33 834	51.9	7.6	70.7	10.4	30.8	31 691	438	217	677	2 012	360	12 122	2.76	8 951
Pico Rivera city	53 459	50.9	8.6	66.3	6.9	26.7	37 513	123	319	836	40 705	326	15 399	3.45	12 639
Piedmont city	10 498	52.3	4.4	73.6	15.0	38.4	9 563	143	10	669	312	-	3 763	2.79	3 051
Pinole city	14 253	50.9	5.8	71.1	6.9	31.3	12 383	658	119	716	1 109	16	4 897	2.91	[illegible]
Pismo Beach city	5 364	51.4	3.3	87.7	22.7	46.6	5 080	23	38	87	317	3	2 706	1.98	1 561
Pittsburg city	33 034	51.0	10.8	67.0	7.4	27.1	20 280	6 671	348	2 241	8 206	87	11 087	2.97	8 780
Placentia city	35 041	50.4	6.7	67.2	4.7	28.3	29 736	381	217	1 415	7 121	99	10 796	3.26	9 034
Placerville city	6 739	53.3	6.3	78.1	20.9	33.8	6 517	14	66	40	239	343	2 778	2.30	1 832
Pleasant Hill city	25 124	50.8	5.7	76.7	8.3	31.5	23 457	264	107	769	1 400	472	9 771	2.52	6 707
Pleasanton city	35 160	50.6	6.2	65.6	4.7	30.0	33 331	301	116	782	2 233	129	11 317	3.10	9 301
Plymouth city	699	47.9	7.3	75.0	17.3	34.9	662	-	12	4	37	-	273	2.56	202
Point Arena city	425	50.4	7.3	72.9	10.8	31.0	395	4	19	1	17	-	187	2.27	104
Pomona city	92 742	50.9	10.0	67.4	8.9	25.9	58 164	17 629	934	2 521	28 287	3 049	30 322	2.96	21 456
Porterville city	19 707	51.7	7.9	70.9	13.3	29.1	15 309	184	182	370	4 865	1 891	6 603	2.70	4 693
Port Hueneme city	17 803	46.7	8.8	72.5	8.4	26.0	13 195	800	274	947	4 035	1 786	5 642	2.74	4 206
Portola city	1 885	51.1	8.1	72.6	14.2	33.8	1 776	10	60	4	131	-	744	2.53	530
Portola Valley town	3 939	50.9	3.5	77.0	14.6	40.9	3 806	18	5	81	109	226	1 239	2.92	1 036
Rancho Cucamonga city	55 250	50.0	11.0	64.2	4.2	26.6	48 115	1 221	365	1 165	9 019	283	16 979	3.24	14 608
Rancho Mirage city	6 281	52.3	2.5	87.4	26.6	54.4	6 100	15	16	24	288	-	2 971	2.11	2 068
Rancho Palos Verdes city	36 577	50.6	4.3	70.8	4.6	36.1	31 501	734	95	3 637	1 085	128	11 935	3.06	10 349
Red Bluff city	9 490	52.7	6.5	71.6	13.5	29.4	9 007	29	166	94	537	233	3 666	2.51	2 549
Redding city	41 995	51.7	7.2	73.5	12.0	30.2	40 229	482	718	240	1 176	708	16 786	2.46	11 305
Redlands city	43 619	52.6	6.8	72.5	11.6	30.3	37 181	1 066	309	1 036	7 373	1 411	15 799	2.68	11 452
Redondo Beach city	57 102	49.5	5.4	79.4	6.7	29.8	51 260	630	451	2 079	6 342	76	24 637	2.31	13 778
Redwood City city	54 951	51.3	6.5	78.0	11.4	32.3	47 635	1 493	263	1 856	8 617	639	22 921	2.37	14 392
Reedley city	11 071	51.1	9.4	68.2	13.2	27.5	7 332	30	60	743	4 980	422	3 460	3.08	2 734
Rialto city	37 474	51.4	9.0	64.4	7.3	26.9	28 911	6 184	385	494	7 056	210	12 261	3.04	9 930
Richmond city	74 676	52.6	7.7	71.4	10.5	30.0	29 666	35 799	453	3 668	7 713	550	28 107	2.60	19 515
Ridgecrest city	15 929	49.7	8.0	68.6	3.9	30.0	14 654	383	210	389	741	-	5 762	2.76	4 275
Rio Dell city	2 687	51.7	9.0	70.8	13.6	30.3	2 327	3	74	6	191	-	1 018	2.64	741
Rio Vista city	3 142	50.2	5.2	76.3	16.6	38.5	2 999	5	24	57	112	-	1 285	2.45	951
Ripon city	3 509	54.5	8.6	69.3	15.2	31.0	3 341	5	18	8	226	65	1 246	2.79	930
Riverbank city	5 695	52.2	9.4	66.7	10.0	27.0	4 469	9	132	55	2 010	120	1 773	3.14	1 403
Riverside city	170 876	51.5	8.2	70.8	8.8	27.9	137 501	11 776	1 734	3 990	27 600	3 434	60 966	2.75	43 908
Rocklin city	7 344	51.0	7.8	72.5	10.6	31.4	6 969	20	50	103	496	11	2 781	2.66	2 151
Rohnert Park city	22 965	51.4	9.2	69.3	6.5	27.3	20 875	327	231	657	1 601	32	8 291	2.77	5 986
Rolling Hills city	2 049	51.0	3.9	70.0	7.2	[illegible]	1 861	25	6	103	92	-	629	3.26	571
Rolling Hills Estates city	7 701	50.8	3.8	73.2	5.2	38.7	7 041	81	15	442	297	-	2 547	3.02	2 200
Rosemead city	42 604	51.6	9.7	66.9	9.9	27.0	27 228	150	349	3 764	24 453	789	13 102	3.19	10 232
Roseville city	24 347	51.6	7.0	73.6	12.2	31.8	22 229	82	209	288	3 009	426	9 164	2.61	6 665
Ross town	2 801	53.0	4.7	69.9	10.4	34.4	2 740	4	7	33	89	100	926	2.92	705
Sacramento city	275 741	52.0	6.8	75.6	13.6	31.5	186 477	36 866	3 322	24 017	39 161	6 190	112 839	2.39	69 558
St. Helena city	4 898	54.0	4.8	80.1	29.2	43.7	4 303	24	16	23	771	103	2 146	2.23	1 373
Salinas city	80 479	50.9	9.5	68.8	9.1	27.2	58 678	1 463	960	5 608	30 653	1 603	26 857	2.94	20 147
San Anselmo town	12 053	53.5	4.8	79.9	13.3	33.8	11 595	73	43	185	530	111	5 102	2.34	3 033
San Bernardino city	117 490	51.3	8.3	71.9	11.9	28.7	79 432	17 589	1 326	1 732	29 838	3 087	42 823	2.63	29 636
San Bruno city	35 417	50.2	6.3	75.9	8.1	31.2	29 104	561	170	2 836	5 096	63	13 737	2.57	9 383
San Buenaventura (Ventura) city	74 393	51.7	6.4	74.3	12.3	31.7	66 480	827	938	1 133	8 770	743	29 169	2.38	20 044
San Carlos city	24 710	52.0	4.5	79.1	14.0	37.5	23 292	166	66	710	1 367	109	10 123	2.42	7 037
San Clemente city	27 325	50.7	5.7	80.1	16.9	33.8	25 902	249	166	463	2 796	62	11 766	2.32	7 813
Sand City city	182	47.8	4.9	83.0	19.8	35.0	166	3	3	5	30	-	86	2.17	45
San Diego city	875 538	48.5	6.6	75.9	9.7	28.6	666 862	77 700	5 065	57 207	130 613	63 319	321 060	2.53	201 438
San Dimas city	24 014	50.6	7.3	70.0	6.7	29.6	20 695	962	165	923	3 128	643	7 932	2.95	6 288
San Fernando city	17 731	51.5	10.8	67.3	9.6	26.7	11 440	113	154	177	12 219	24	5 403	3.27	4 198
San Francisco city	678 974	50.2	4.6	82.8	15.4	34.1	395 081	86 414	3 548	147 426	83 373	24 462	298 956	2.19	[illegible]
San Gabriel city	30 072	53.7	7.1	74.9	16.5	33.3	22 892	170	251	2 568	11 477	577	11 152	2.66	7 816
Sanger city	12 542	51.9	9.3	66.3	10.6	27.3	8 436	5	29	298	8 251	149	3 763	3.29	3 128
San Jacinto city	7 098	52.6	9.0	71.4	24.0	33.8	5 618	10	190	73	2 110	101	2 764	2.53	1 892
San Joaquin city	1 930	49.9	12.9	57.5	4.7	22.2	956	13	36	273	1 161	4	519	3.71	430
San Jose city	629 442	50.5	8.2	69.0	6.2	27.4	463 366	29 186	4 803	51 961	140 529	9 116	209 593	2.96	156 190
San Juan Bautista city	1 276	50.9	7.6	73.6	15.2	33.5	873	5	5	51	587	-	478	2.67	346
San Juan Capistrano city	18 959	51.6	7.2	72.0	12.0	32.3	17 750	69	363	261	2 049	10	6 981	2.71	5 429
San Leandro city	63 952	53.1	4.5	80.8	16.8	40.3	55 878	763	331	4 368	8 323	344	27 204	2.34	18 217
San Luis Obispo city	34 252	49.6	3.6	85.0	11.5	25.1	31 660	434	217	861	2 233	1 795	13 670	2.37	6 899
San Marcos city	17 479	51.1	8.3	71.1	15.6	31.2	15 915	77	131	287	2 233	189	6 342	2.77	4 991
San Marino city	13 307	52.0	4.4	71.5	14.3	39.3	12 203	23	18	1 009	436	46	4 391	3.02	3 852
San Mateo city	77 561	53.4	6.9	79.6	16.7	35.5	66 087	2 758	238	5 944	7 140	906	32 833	2.35	20 806
San Pablo city	19 750	53.2	9.1	72.8	11.6	28.9	13 511	3 120	233	980	3 356	376	7 948	2.46	4 986
San Rafael city	44 700	52.1	4.2	79.5	11.4	34.1	41 266	1 085	155	1 263	2 133	1 256	18 737	2.32	11 173
Santa Ana city	203 713	49.8	9.6	69.6	7.6	26.3	133 072	8 232	1 637	10 621	90 646	3 660	64 038	3.13	45 450
Santa Barbara city	74 414	53.1	4.8	82.3	18.3	32.3	62 561	1 829	718	1 245	16 300	2 101	32 309	2.22	17 354
Santa Clara city	87 746	50.8	5.6	78.0	8.1	29.6	71 876	1 690	545	7 743	12 863	2 926	34 037	2.49	21 399
Santa Cruz city	41 483	52.0	5.3	81.4	14.3	29.2	37 355	776	317	1 066	3 623	3 225	16 617	2.30	8 954
Santa Fe Springs city	14 520	51.6	8.5	66.9	5.9	26.9	10 554	65	126	286	8 745	21	4 276	3.29	3 613
Santa Maria city	39 685	51.0	8.7	70.6	10.7	27.9	27 546	840	390	2 083	12 381	331	14 040	2.80	10 209

[1] Excludes "Other Asian and Pacific Islander" groups identified in sample tabulations.   [2] Persons of Spanish origin may be of any race.

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Table 2.7 (Continued)

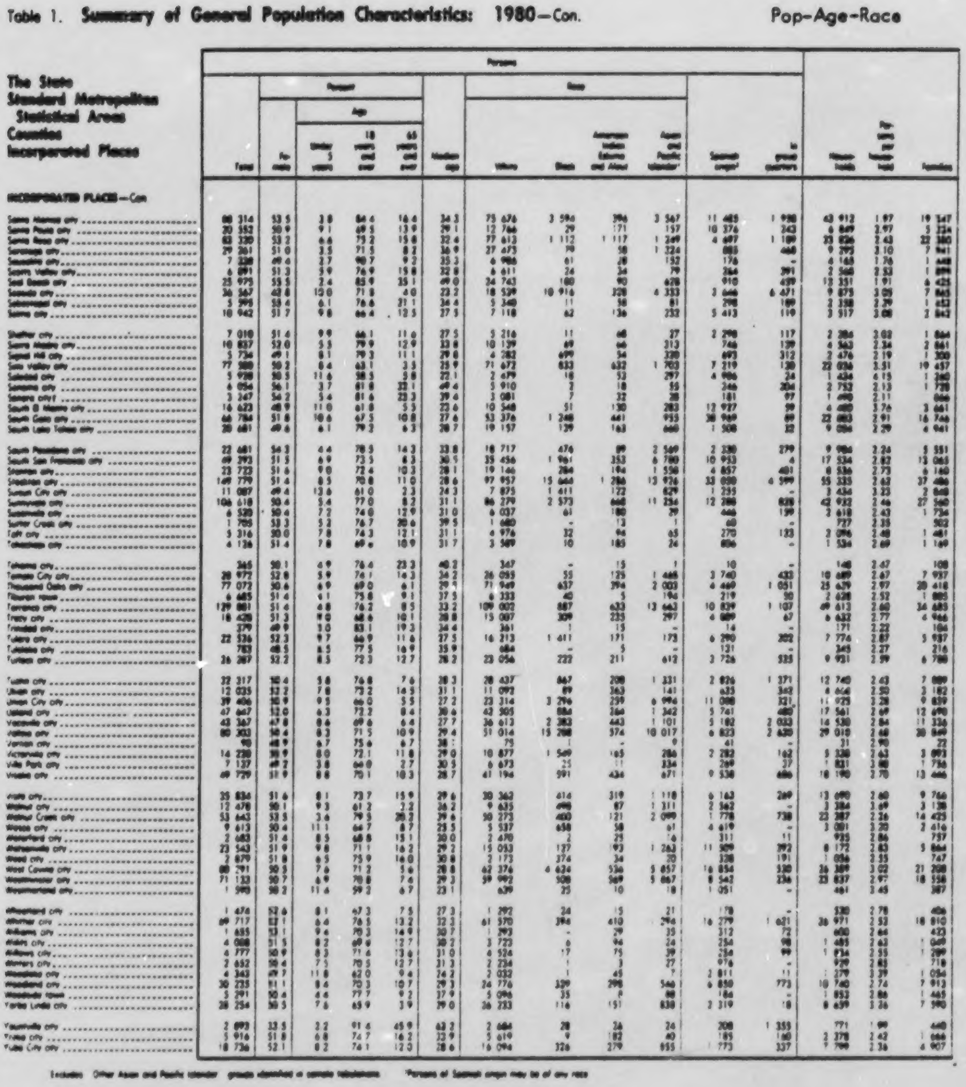

Table 1. **Summary of General Population Characteristics: 1980**—Con. Pop-Age-Race

The State
Standard Metropolitan
Statistical Areas
Counties
Incorporated Places

INCORPORATED PLACES—Con

Source: *1980 Census Summary Report for California*, Western Economic Research Co.: Sherman Oaks, Ca., pp. 2-7.

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Table 2.8

CALIFORNIA By Counties 1980 Census POPULATION BY AGE BRACKETS

County		MEDIAN AGE	TOTAL	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-44	45-54	55-59	60-64	65-74	75-84	85+
Alameda	TOT	30.7	1105379	72537	70721	79360	95979	110499	109213	103856	136139	109272	57189	46408	67766	34639	11801
	FEM	31.6	568119	35263	34843	39032	47313	55366	55305	53150	68142	55717	29879	24446	38593	22293	9576
Alpine	TOT	28.3	1097	57	68	92	117	152	96	115	150	103	37	44	38	18	2
	FEM	28.0	507	33	37	39	55	63	44	47	79	49	18	17	16	8	2
Amador	TOT	37.6	19314	1099	1089	1359	1633	1265	1290	1347	2215	2021	1438	1429	2103	792	234
	FEM	39.9	9467	521	537	651	616	524	669	657	1141	1037	768	691	1041	446	168
Butte	TOT	31.3	143851	8936	8586	9224	12683	17235	12590	10583	13719	12084	7724	8236	13983	6370	1898
	FEM	32.4	73688	4285	4165	4487	6564	8768	6116	5073	6981	6376	4212	4474	7265	3625	1297
Calaveras	TOT	37.0	20710	1181	1234	1557	1676	1205	1419	1611	2404	2177	1425	1493	2211	879	236
	FEM	38.3	10351	564	594	756	757	605	688	819	1193	1112	757	786	1080	485	155
Colusa	TOT	31.6	12791	1051	927	994	1188	963	1004	878	1354	1352	732	678	994	510	186
	FEM	32.6	6388	523	443	496	574	447	486	435	657	691	378	333	538	276	111
Contra Costa	TOT	31.5	656380	44035	45738	54244	59848	52735	54114	58196	89532	71914	36758	28392	38243	17469	5132
	FEM	32.3	336282	21614	22089	26664	29752	26335	27788	30155	45596	36529	18987	14804	21370	10936	3663
Del Norte	TOT	31.0	18217	1529	1335	1370	1560	1529	1511	1419	1945	1779	1056	976	1452	623	133
	FEM	31.7	9034	756	652	693	706	734	751	669	979	898	528	520	723	356	69
El Dorado	TOT	31.6	85812	5626	5705	6605	6737	6804	8784	8467	10813	8618	4790	4365	5907	2093	498
	FEM	32.0	42698	2754	2673	3102	3293	3490	4427	4116	5321	4329	2489	2183	3002	1193	326
Fresno	TOT	28.3	514621	42964	39965	41573	49274	52168	46974	40451	55576	48317	24853	20709	31494	15333	4970
	FEM	29.2	761420	20985	19583	20266	24362	26055	23198	20000	28026	25253	12979	10839	17197	9306	3371
Glenn	TOT	31.1	21350	1765	1627	1718	1910	1666	1682	1427	2331	2210	1137	1009	1753	844	271
	FEM	32.4	10652	867	759	826	929	808	806	692	1171	1117	596	518	905	480	178
Humboldt	TOT	29.7	108514	7635	7350	7379	9434	12809	11561	9858	11806	9507	5303	4669	7051	3124	978
	FEM	29.6	54188	3756	3615	3671	4627	6319	5603	4711	5799	4862	2702	2384	3721	1799	619
Imperial	TOT	26.4	92110	8404	8459	9238	9833	8117	7262	6104	9365	8994	4329	3675	5534	2305	489
	FEM	26.7	46523	4120	4148	4593	5011	4082	3759	3163	4985	4630	2217	1821	2619	1189	266
Inyo	TOT	35.5	17895	1228	1157	1313	1403	1148	1299	1301	2073	1983	1095	1117	1767	792	219
	FEM	36.8	9005	628	568	627	656	567	632	647	1041	1001	568	590	888	456	141
Kern	TOT	28.3	403089	36190	32890	32707	37804	38328	35876	30686	44411	38368	19554	17048	25731	10806	2690
	FEM	29.0	202258	17579	16108	15829	19593	18991	17427	15176	22211	19550	10180	8914	13608	6268	1824
Kings	TOT	26.3	73738	7226	6442	6375	7525	7636	6499	5416	8223	6481	2977	2568	3939	1856	575
	FEM	27.4	36418	3560	3128	3099	3542	3395	3033	2734	4132	3251	1530	1387	2120	1125	382
Lake	TOT	43.3	36366	2134	1986	2312	2392	1880	2361	2304	3394	3602	2737	3304	5459	2027	474
	FEM	45.1	18593	1046	919	1138	1161	972	1199	1118	1729	1953	1445	1793	2716	1111	293
Lassen	TOT	29.1	21661	1590	1498	1719	1993	2283	2117	1900	2427	2156	1134	912	1281	510	141
	FEM	30.5	10041	798	730	814	901	837	853	854	1163	1057	576	448	635	286	89
Los Angeles	TOT	29.9	7477503	554795	529286	563954	657097	747555	715444	621936	886965	760823	384440	312293	446263	226286	70456
	FEM	30.9	3829142	271808	259149	278076	324135	370907	354980	313001	445836	388814	201383	166307	256043	147576	51227
Madera	TOT	29.1	63116	5775	5495	5589	5566	4857	5178	5111	6967	5942	3154	2713	4408	1852	529
	FEM	29.7	31397	2840	2727	2667	2698	2372	2634	2447	3417	3011	1650	1390	2262	1029	363
Marin	TOT	33.6	222568	10878	12169	16027	17437	16396	20615	24416	35245	25776	12469	9627	12910	6335	2268
	FEM	34.1	113308	5277	5946	7773	9535	8015	10221	12576	17663	13010	6449	4805	7239	4125	1674
Mariposa	TOT	34.9	11108	605	625	509	918	921	902	787	1247	1158	689	729	1125	470	121
	FEM	36.5	5442	279	302	384	408	462	417	379	600	608	373	362	532	253	83
Mendocino	TOT	31.6	66738	5210	4986	5249	5147	4829	5860	6554	8120	6234	3440	3187	5029	2210	683
	FEM	32.2	33604	2470	2446	2571	2459	2453	2979	3224	3989	3215	1758	1678	2605	1280	477
Merced	TOT	26.7	134560	12741	11731	11489	13634	13737	11789	10165	14359	12342	6007	5040	7385	3269	872
	FEM	27.5	67021	6296	5704	5702	6595	6395	5694	5015	7291	6319	3116	2518	3896	1910	570
Modoc	TOT	33.4	9610	661	607	675	774	488	645	676	996	902	557	486	732	338	130
	FEM	34.0	4351	343	304	334	333	273	328	324	479	473	296	236	355	192	93
Mono	TOT	27.6	8577	611	511	549	763	1161	1353	949	1055	700	334	226	265	92	8
	FEM	27.6	3895	290	233	267	332	510	604	417	475	320	167	101	128	68	3
Monterey	TOT	27.7	290444	24532	21687	21555	27575	33962	29087	24468	30163	26319	13354	10992	16467	7943	2350
	FEM	29.0	141675	12053	10647	10664	12463	16103	13470	11551	14768	13703	7153	5729	8894	4843	1654
Napa	TOT	33.7	99199	5720	6037	7234	9967	8146	7687	7896	11661	9803	5772	5768	8711	4706	1511
	FEM	34.7	50469	2776	3046	3592	4386	3970	3774	3923	5817	5058	2978	2759	4697	2715	990
Nevada	TOT	36.6	51645	3386	3136	3916	3906	2927	4157	4791	6096	4700	3336	3419	5239	2055	583
	FEM	35.4	26295	1712	1561	1911	1856	1458	2156	2366	2950	2471	1803	1774	2652	1237	198

from STF 1 A

POP BY AGE BY COUNTIES

Source: *1980 Census Summary Report for California*, Western Economic Research Co.: Sherman Oaks, Ca., pp. 43-44.

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Table 2.8 (Continued)

CALIFORNIA By Counties 1980 Census POPULATION BY AGE BRACKETS

County		MEDIAN AGE	TOTAL	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-44	45-54	55-59	60-64	65-74	75-84	85+
Orange	TOT	29.5	1932709	129531	133652	154193	185196	201086	180499	165684	250763	206545	95659	69008	94456	51460	14997
	FEM	30.5	979104	63497	65441	75509	91131	96919	87977	83374	125992	103985	48935	36249	55355	33964	10776
Placer	TOT	32.2	117247	7636	8110	9764	10887	8715	9139	10159	15503	12685	6339	5413	8231	3768	1098
	FEM	32.8	59366	3710	3921	4780	5325	4374	4655	5164	7843	6227	3309	2644	4425	2211	758
Plumas	TOT	32.6	17340	1295	1187	1317	1384	1180	1502	1519	2023	1847	1105	991	1370	474	146
	FEM	33.1	8562	642	542	635	660	622	713	755	970	969	566	486	643	262	97
Riverside	TOT	31.7	663166	50581	48647	51099	56029	54920	53799	48706	69592	61014	35128	34914	61794	29691	7252
	FEM	32.9	339930	24453	23778	25008	27854	27690	27087	24244	34856	31414	19161	19002	33616	17129	4638
Sacramento	TOT	29.8	783381	56710	53615	58252	71070	79235	75752	66689	90135	81951	41850	33633	46451	21664	6374
	FEM	30.6	401384	27659	26421	28462	35278	40671	38346	33293	46344	41908	21841	17450	25702	13483	4526
San Benito	TOT	28.1	25005	2310	2155	2325	2440	1952	2106	1831	2734	2419	1212	1014	1523	740	246
	FEM	28.8	12529	1152	1038	1131	1223	921	1059	891	1386	1252	596	509	781	423	167
San Bernardino	TOT	28.4	895016	76296	71922	73380	82461	86724	83014	72696	99826	82272	41557	35812	54712	26651	7693
	FEM	29.3	451606	36979	35090	35767	39734	42328	41760	35826	49694	41796	21938	18959	30379	16109	5245
San Diego	TOT	28.8	1861846	128959	123919	131258	178292	227324	184688	155574	203768	169825	89481	77014	118075	57128	16541
	FEM	30.6	914300	62910	60232	64566	79194	94613	86573	75845	101512	87198	47959	40996	65964	35156	11582
San Francisco	TOT	34.1	678974	31537	28596	32674	42376	65242	80784	70438	81153	70025	38480	33396	60693	34063	9529
	FEM	35.5	341107	15338	13899	16080	20864	32101	38094	32326	37010	34656	20200	18157	34725	21128	6529
San Joaquin	TOT	29.8	347342	27460	26499	27909	32632	31301	28969	26681	38010	34298	18460	15782	24119	11635	3587
	FEM	30.7	175542	13444	12855	13613	15693	15591	14449	13545	19219	17683	9629	8243	12425	6714	2319
San Luis Obispo	TOT	29.9	155435	9171	8631	9343	14333	21547	15092	12429	15130	13020	7929	8005	13150	5865	1790
	FEM	31.5	76222	4494	4171	4546	6798	9604	6780	5620	7277	6788	4225	4289	7045	3379	1206
San Mateo	TOT	32.9	587329	34615	33740	40899	48531	51077	54066	52328	77224	67823	36238	28740	38972	17743	5333
	FEM	33.9	301498	16921	16539	19726	24084	25686	27128	26603	39189	34694	18838	14961	21902	11326	3901
Santa Barbara	TOT	29.7	298694	18502	17970	20772	29516	35431	28999	23816	33184	29502	14890	12338	19569	10666	3539
	FEM	30.9	151619	9003	8836	10328	14789	17280	13627	11387	16657	15059	7866	6527	11090	6713	2459
Santa Clara	TOT	29.1	1295071	89276	90059	105602	124529	133172	126406	117144	172994	133619	60890	44747	58638	28590	9405
	FEM	29.9	653628	43751	44050	51555	61252	65030	61893	58657	86817	67131	31346	23497	33395	18502	6752
Santa Cruz	TOT	30.6	188141	12480	11526	12650	15505	19263	20331	18755	20886	15575	8434	7838	14088	8150	2660
	FEM	31.6	96060	6088	5541	6143	7707	9720	10001	8939	10179	8152	4581	4263	7957	4976	1813
Shasta	TOT	31.2	115715	8495	8594	9620	10467	8946	9428	9435	14531	11644	6152	5569	8520	3384	930
	FEM	31.8	58863	4062	4228	4747	5186	4688	4850	4743	7265	6022	3217	2832	4453	1912	658
Sierra	TOT	33.9	3073	184	206	220	222	191	289	289	344	324	171	191	310	111	21
	FEM	33.4	1498	91	106	103	109	95	153	134	158	158	85	96	154	44	12
Siskiyou	TOT	32.4	39732	3032	2855	3091	3198	2765	3343	3354	4486	4082	2303	2068	3306	1500	349
	FEM	33.0	19810	1428	1433	1511	1556	1374	1651	1585	2197	2088	1200	1029	1644	874	240
Solano	TOT	27.9	235203	20271	19315	19433	21269	23741	23529	22020	27841	21454	10255	8143	11403	5147	1382
	FEM	28.6	115979	9817	9368	9461	10195	10914	11570	10611	13402	10749	5423	4207	6234	3059	969
Sonoma	TOT	31.8	299681	20466	20351	22448	24966	23662	27415	28686	36229	26496	14750	13684	24269	12547	3712
	FEM	32.6	154584	9974	9854	10984	12486	12202	14248	14362	18046	13632	7877	7398	13598	7399	2524
Stanislaus	TOT	29.2	265900	21907	20665	21896	24675	24146	23159	20911	30027	25031	13080	11220	17836	8690	2657
	FEM	30.2	136132	10695	10068	10675	12185	12366	11695	10680	15236	12978	6748	6101	9657	5190	1858
Sutter	TOT	29.9	52246	3978	3870	4357	5149	4725	4100	3787	6394	5659	2630	2200	3400	1505	484
	FEM	31.0	26321	1902	1884	2097	2586	2309	1995	1917	3269	2809	1353	1161	1785	913	341
Tehama	TOT	33.4	38888	2767	2766	3075	3547	2702	2801	2648	4489	4044	2275	2169	3569	1639	398
	FEM	34.5	19634	1299	1333	1502	1764	1343	1402	1304	2308	2061	1164	1140	1835	917	262
Trinity	TOT	32.7	11858	876	920	924	953	654	1021	1080	1463	1265	691	687	923	327	74
	FEM	32.6	5799	440	459	436	441	333	520	514	712	622	341	338	426	163	54
Tulare	TOT	28.0	245738	22630	21104	21692	24233	21327	20033	18069	26808	22158	11349	10010	16700	7507	2118
	FEM	28.9	124152	11122	10227	10573	11794	10464	10019	9106	13523	11423	5932	5323	8907	4287	1452
Tuolumne	TOT	33.1	33928	2222	2162	2462	2591	2653	3058	2960	3838	3262	2032	2034	3194	1177	303
	FEM	34.3	16685	1104	1061	1198	1240	1175	1396	1369	1875	1687	1061	1061	1625	633	200
Ventura	TOT	28.6	529174	42929	43241	47319	51767	46788	45364	45754	67702	52147	23691	18671	27418	12740	3663
	FEM	29.4	265804	21022	21155	23136	25344	22494	22619	22857	33730	25941	11949	9930	15276	7825	2526
Yolo	TOT	27.1	113374	7647	7097	7734	12737	16771	11336	9080	11768	10089	5064	4202	6005	2892	952
	FEM	27.4	56837	3745	3453	3765	6510	8399	5398	4451	6016	5010	2581	2132	3077	1665	635
Yuba	TOT	27.3	49733	4536	3930	4126	4789	5344	4575	3891	5364	4322	2227	2008	3042	1255	326
	FEM	28.0	24630	2223	1959	2018	2277	2515	2234	1909	2728	2213	1167	1014	1455	706	212
State Totals	TOT	29.9	23,667,902	1,708,400	1,650,348	1,796,019	2,120,465	2,355,965	2,232,964	2,010,051	2,814,928	2,339,934	1,202,140	992,478	1,470,978	725,355	238,017
	FEM	31.0	12 001 417	834,761	816 596	[illegible]	1,038,780	1,142 897	1,100,153	1,001,445	1 408 941	1 207 719	679,071	524 821	877,870	453 908	153 723

From STF 1A

POP BY AGE BY COUNTIES

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Table 2.9

ALL RACES AND ETHNIC ITEMS 1980 CENSUS FROM SUMMARY TAPE FILE 1A

CALIFORNIA by Counties

County	Black	Hispanic	American Indian	Eskimo	Aleut.	Japn.	• Chinese	Flip.	Korean	Asian Indian	Viet.	Hawaiian	Guam.	Samoan	Balance	Total	County Number
Alameda	203,612 18.4%	129,962 11.8%	7,252 .7%	124 .0%	70 .0%	11,531 1.0%	32,177 2.9%	26,287 2.4%	3,641 .3%	4,433 .4%	3,373 .3%	2,104 .2%	1,734 .2%	619 .1%	678,460 61.4%	1,105,379 100.0%	1
Alpine	3 .3%	42 3.8%	145 13.2%	1 .1%	0 0.0%	2 .2%	2 .2%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 .1%	0 0.0%	0 0.0%	901 82.1%	1,097 100.0%	2
Amador	152 .8%	917 4.7%	336 1.7%	0 0.0%	0 0.0%	16 .1%	20 .1%	21 .1%	1 .0%	5 .0%	3 .0%	5 .0%	0 0.0%	1 .0%	17,837 92.4%	19,314 100.0%	3
Butte	1,702 1.2%	7,542 5.2%	2,034 1.4%	20 .0%	8 .0%	321 .2%	316 .2%	167 .1%	48 .0%	239 .2%	107 .1%	68 .0%	12 .0%	9 .0%	131,258 91.2%	143,851 100.0%	4
Calaveras	74 .4%	911 4.4%	318 1.5%	1 .0%	0 0.0%	12 .1%	19 .1%	18 .1%	6 .0%	5 .0%	0 0.0%	9 .0%	3 .0%	1 .0%	19,333 93.4%	20,710 100.0%	5
Colusa	74 .6%	2,493 19.5%	194 1.5%	0 0.0%	0 0.0%	36 .3%	46 .4%	9 .1%	27 .2%	111 .9%	2 .0%	1 .0%	1 .0%	0 0.0%	9,797 76.6%	12,791 100.0%	6
Contra Costa	60,172 9.2%	55,820 8.5%	3,811 .6%	50 .0%	29 .0%	5,779 .9%	9,883 1.5%	9,122 1.4%	1,446 .1%	2,194 .3%	1,110 .2%	577 .2%	335 .1%	117 .0%	505,935 77.1%	656,380 100.0%	7
Del Norte	52 .3%	1,018 5.6%	1,295 7.1%	5 .0%	1 .0%	20 .1%	10 .1%	12 .1%	10 .1%	13 .1%	5 .0%	11 .1%	2 .0%	0 0.0%	15,763 86.5%	18,217 100.0%	8
El Dorado	296 .3%	3,971 4.6%	723 .8%	6 .0%	10 .0%	149 .2%	116 .1%	542 .6%	59 .1%	58 .1%	12 .0%	58 .1%	7 .0%	10 .0%	79,795 93.0%	85,812 100.0%	9
Fresno	25,339 4.9%	150,790 29.3%	4,716 .9%	20 .0%	11 .0%	6,471 1.3%	3,124 .6%	2,319 .5%	427 .1%	1,586 .3%	590 .1%	169 .0%	30 .0%	53 .0%	318,968 62.0%	514,621 100.0%	10
Glenn	54 .3%	2,532 11.9%	350 1.6%	3 .0%	0 0.0%	20 .1%	77 .4%	17 .1%	12 .1%	15 .1%	1 .0%	8 .0%	1 .0%	4 .0%	18,256 85.5%	21,350 100.0%	11
Humboldt	543 .5%	3,736 3.4%	5,694 5.2%	12 .0%	8 .0%	242 .2%	170 .2%	194 .2%	86 .1%	85 .1%	57 .1%	73 .1%	29 .0%	8 .0%	97,577 89.9%	108,514 100.0%	12
Imperial	2,310 2.5%	51,384 55.8%	1,367 1.5%	5 .0%	3 .0%	155 .2%	538 .6%	850 .9%	23 .0%	165 .2%	17 .0%	12 .0%	11 .0%	3 .0%	35,267 38.3%	92,110 100.0%	13
Inyo	26 .1%	1,084 6.1%	1,605 9.0%	3 .0%	1 .0%	19 .1%	16 .1%	23 .1%	2 .0%	1 .0%	4 .0%	6 .0%	0 0.0%	1 .0%	15,104 84.4%	17,895 100.0%	14
Kern	21,152 5.2%	87,026 21.6%	5,981 1.5%	9 .0%	18 .0%	735 .2%	1,268 .3%	4,226 1.0%	368 .1%	392 .1%	363 .1%	204 .1%	96 .0%	71 .0%	281,180 69.8%	403,089 100.0%	15
Kings	3,583 4.9%	19,827 26.9%	722 1.0%	3 .0%	0 0.0%	343 .5%	190 .3%	1,439 2.0%	33 .0%	54 .1%	40 .1%	58 .1%	25 .0%	7 .0%	47,414 64.3%	73,738 100.0%	16
Lake	350 1.0%	1,882 5.2%	799 2.2%	5 .0%	2 .0%	34 .1%	35 .1%	68 .2%	10 .0%	7 .0%	6 .0%	29 .1%	1 .0%	1 .0%	33,137 91.1%	36,366 100.0%	17
Lassen	757 3.5%	1,417 6.5%	628 2.9%	2 .0%	4 .0%	38 .2%	6 .0%	22 .1%	23 .1%	3 .0%	12 .1%	8 .0%	1 .0%	8 .0%	18,732 86.5%	21,661 100.0%	18
Los Angeles	943,968 12.6%	2,066,103 27.6%	47,234 .6%	389	497 .0%	116,543 1.6%	93,747 1.3%	99,043 1.3%	60,618 .8%	18,562 .2%	28,696 .4%	6,232 .1%	3,360 .0%	8,049 .1%	3,984,462 53.3%	7,477,503 100.0%	19

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Table 2.9 (Continued)

ALL RACES AND ETHNIC ITEMS 1980 CENSUS FROM SUMMARY TAPE FILE 1A

CALIFORNIA by Counties

County	Black	Hispanic	American Indian	Eskimo	Aleut.	Japn.	Chinese	Flip.	Korean	Asian Indian	Viet.	Hawaiian	Guam.	Samoan	Balance	Total	County Number
Madera	2,174	16,916	1,043	0	2	204	148	209	11	26	4	23	0	0	42,356	63,116	20
	3.4%	26.8%	1.7%	0.0%	.0%	.3%	.2%	.3%	.0%	.0%	.0%	.0%	0.0%	0.0%	67.1%	100.0%	
Marin	5,477	9,204	742	20	9	1,437	1,883	667	412	381	373	191	50	32	201,690	222,568	21
	2.5%	4.1%	.3%	.0%	.0%	.6%	.8%	.3%	.2%	.2%	.2%	.1%	.0%	.0%	90.6%	100.0%	
Mariposa	72	504	356	0	1	19	6	10	3	4	9	4	0	0	10,120	11,108	22
	.6%	4.5%	3.2%	0.0%	.0%	.2%	.1%	.1%	.0%	.0%	.1%	.0%	0.0%	0.0%	91.1%	100.0%	
Mendocino	345	3,688	2,364	9	2	83	148	103	31	38	7	31	11	3	59,875	66,738	23
	.5%	5.5%	3.5%	.0%	.0%	.1%	.2%	.2%	.0%	.1%	.0%	.0%	.0%	.0%	89.7%	100.0%	
Merced	6,806	34,054	1,068	11	12	686	321	737	150	650	134	141	67	5	89,718	134,560	24
	5.1%	25.3%	.8%	.0%	.0%	.5%	.2%	.5%	.1%	.5%	.1%	.1%	.0%	.0%	66.7%	100.0%	
Modoc	14	356	346	0	0	6	8	4	1	3	0	2	0	0	7,870	8,610	25
	.2%	4.1%	4.0%	0.0%	0.0%	.1%	.1%	.0%	.0%	.0%	0.0%	.0%	0.0%	0.0%	91.4%	100.0%	
Mono	16	405	334	0	0	6	13	6	6	3	0	8	0	1	7,779	8,577	26
	.2%	4.7%	3.9%	0.0%	0.0%	.1%	.2%	.1%	.1%	.0%	0.0%	.1%	0.0%	.0%	90.7%	100.0%	
Monterey	18,825	75,129	2,889	21	17	3,828	1,590	8,568	2,574	314	1,061	510	892	359	173,867	290,444	27
	6.5%	25.9%	1.0%	.0%	.0%	1.3%	.5%	2.9%	.9%	.1%	.4%	.2%	.3%	.1%	59.9%	100.0%	
Napa	887	8,636	715	8	2	479	444	600	162	113	48	126	111	12	86,856	99,199	28
	.9%	8.7%	.7%	.0%	.0%	.5%	.4%	.6%	.2%	.1%	.0%	.1%	.1%	.0%	87.6%	100.0%	
Nevada	73	1,532	504	2	1	59	86	36	20	16	9	18	3	0	49,208	51,645	29
	.1%	3.0%	1.0%	.0%	.0%	.1%	.2%	.1%	.0%	.0%	.0%	.0%	.0%	0.0%	95.4%	100.0%	
Orange	25,287	286,339	12,782	105	64	20,886	14,210	10,934	11,339	4,972	19,333	2,248	963	2,008	1,521,239	1,932,709	30
	1.3%	14.8%	.7%	.0%	.0%	1.1%	.7%	.6%	.6%	.3%	1.0%	.1%	.0%	.1%	78.7%	100.0%	
Placer	402	8,211	1,121	6	4	987	261	166	51	76	91	50	18	21	105,782	117,247	31
	.3%	7.0%	1.0%	.0%	.0%	.8%	.2%	.1%	.0%	.1%	.1%	.0%	.0%	.0%	90.2%	100.0%	
Plumas	163	636	498	0	0	14	12	5	6	10	1	5	0	0	15,990	17,340	32
	.9%	3.7%	2.9%	0.0%	0.0%	.1%	.1%	.0%	.0%	.1%	.0%	.0%	0.0%	0.0%	92.2%	100.0%	
Riverside	30,857	124,417	7,140	31	33	2,092	1,191	2,624	739	713	862	425	393	171	491,478	663,166	33
	4.7%	18.8%	1.1%	.0%	.0%	.3%	.2%	.4%	.1%	.1%	.1%	.1%	.1%	.0%	74.1%	100.0%	
Sacramento	58,951	74,141	8,669	108	50	11,637	13,640	6,916	1,532	1,580	2,587	707	451	106	602,306	783,381	34
	7.5%	9.5%	1.1%	.0%	.0%	1.5%	1.7%	.9%	.2%	.2%	.3%	.1%	.1%	.0%	76.9%	100.0%	
San Benito	60	11,430	176	3	0	142	33	251	17	5	9	6	0	7	12,866	25,005	35
	.2%	45.7%	.7%	.0%	0.0%	.6%	.1%	1.0%	.1%	.0%	.0%	.0%	0.0%	.0%	51.5%	100.0%	
San Bernardino	47,813	165,863	9,967	79	38	2,795	2,530	4,162	1,671	1,060	1,341	749	326	295	656,327	895,016	36
	5.3%	18.5%	1.1%	.0%	.0%	.3%	.3%	.5%	.2%	.1%	.1%	.1%	.0%	.0%	73.3%	100.0%	
San Diego	104,452	275,177	14,355	115	146	12,410	7,800	48,658	2,394	1,831	7,307	2,464	4,190	2,807	1,377,740	1,861,846	37
	5.6%	14.8%	.8%	.0%	.0%	.7%	.4%	2.6%	.1%	.1%	.4%	.1%	.2%	.2%	74.0%	100.0%	
San Francisco	86,414	83,373	3,358	120	70	12,046	82,480	38,265	3,763	2,317	5,583	894	279	1,799	358,213	678,974	38
	12.7%	12.3%	.5%	.0%	.0%	1.8%	12.1%	5.6%	.6%	.3%	.8%	.1%	.0%	.3%	52.8%	100.0%	
San Joaquin	19,176	66,565	3,419	21	17	3,802	4,091	9,267	275	1,012	1,028	202	108	103	238,256	347,342	39
	5.5%	19.2%	1.0%	.0%	.0%	1.1%	1.2%	2.7%	.1%	.3%	.3%	.1%	.0%	.0%	68.6%	100.0%	

Table 2.9 (Continued)

ALL RACES AND ETHNIC ITEMS 1980 CENSUS FROM SUMMARY TAPE FILE 1A

CALIFORNIA by Counties

County	Black	Hispanic	American Indian	Eskimo	Aleut.	Japn.	Chinese	Flip.	Korean	Asian Indian	Viet.	Hawaiian	Guam.	Samoan	Balance	Total	County Number
San Luis Obispo	2,726 1.8%	14,792 9.5%	1,726 1.1%	29 .0%	31 .0%	854 .5%	523 .3%	1,273 .8%	183 .1%	124 .1%	95 .1%	91 .1%	44 .0%	17 .0%	132,927 85.5%	155,435 100.0%	40
San Mateo	35,487 6.0%	73,339 12.5%	2,383 .4%	60 .0%	38 .0%	7,845 1.3%	16,147 2.7%	24,053 4.1%	1,988 .3%	2,503 .4%	817 .1%	921 .2%	359 .1%	1,672 .3%	419,717 71.5%	587,329 100.0%	41
Santa Barbara	7,767 2.6%	55,356 18.5%	2,654 .9%	31 .0%	17 .0%	2,380 .8%	1,100 .4%	3,029 1.0%	508 .2%	343 .1%	499 .2%	254 .1%	168 .1%	63 .0%	224,525 75.2%	298,694 100.0%	42
Santa Clara	43,716 3.4%	226,611 17.5%	8,312 .6%	104 .0%	90 .0%	21,907 1.7%	22,891 1.8%	27,444 2.1%	6,109 .5%	5,659 .4%	11,717 .9%	1,608 .1%	1,563 .1%	1,037 .1%	916,303 70.8%	1,295,071 100.0%	43
Santa Cruz	1,461 .8%	27,648 14.7%	1,465 .8%	26 .0%	24 .0%	1,830 1.0%	830 .4%	1,669 .9%	182 .1%	184 .1%	101 .1%	117 .1%	29 .0%	43 .0%	152,532 81.1%	188,141 100.0%	44
Shasta	723 .6%	3,455 3.0%	2,610 2.3%	10 .0%	10 .0%	121 .1%	147 .1%	87 .1%	30 .0%	44 .0%	19 .0%	44 .0%	24 .0%	0 0.0%	108,391 93.7%	115,715 100.0%	45
Sierra	3 .1%	196 6.4%	46 1.5%	0 0.0%	0 0.0%	3 .1%	1 .0%	1 .0%	0 0.0%	2 .1%	0 0.0%	2 .1%	0 0.0%	1 .0%	2,818 91.7%	3,073 100.0%	46
Siskiyou	602 1.5%	1,891 4.8%	1,479 3.7%	5 .0%	1 .0%	46 .1%	39 .1%	13 .0%	15 .0%	12 .0%	14 .0%	11 .0%	2 .0%	3 .0%	35,599 89.6%	39,732 100.0%	47
Solano	27,785 11.8%	24,773 10.5%	1,947 .8%	23 .0%	11 .0%	1,865 .8%	1,360 .6%	10,716 4.6%	580 .2%	489 .2%	361 .2%	521 .2%	1,422 .6%	63 .0%	163,287 69.4%	235,203 100.0%	48
Sonoma	3,466 1.2%	20,824 6.9%	3,435 1.1%	31 .0%	28 .0%	1,322 .4%	1,055 .4%	1,037 .3%	250 .1%	286 .1%	244 .1%	287 .1%	69 .0%	78 .0%	267,261 89.2%	299,681 100.0%	49
Stanislaus	3,124 1.2%	39,889 15.0%	3,167 1.2%	16 .0%	12 .0%	534 .2%	931 .4%	851 .3%	202 .1%	1,024 .4%	371 .1%	123 .0%	62 .0%	8 .0%	215,506 81.1%	265,900 100.0%	50
Sutter	562 1.1%	6,098 11.7%	585 1.1%	2 .0%	0 0.0%	563 1.1%	201 .4%	172 .3%	40 .1%	2,585 4.9%	15 .0%	18 .0%	3 .0%	0 0.0%	41,402 79.2%	52,246 100.0%	51
Tehama	63 .2%	2,127 5.5%	598 1.5%	4 .0%	1 .0%	24 .1%	49 .1%	44 .1%	23 .1%	7 .0%	17 .0%	15 .0%	11 .0%	1 .0%	35,904 92.3%	38,888 100.0%	52
Trinity	13 .1%	319 2.7%	453 3.8%	0 0.0%	0 0.0%	12 .1%	5 .0%	15 .1%	7 .1%	2 .0%	2 .0%	6 .1%	1 .0%	0 0.0%	11,023 93.0%	11,858 100.0%	53
Tulare	3,548 1.4%	73,298 29.8%	2,535 1.0%	10 .0%	13 .0%	923 .4%	604 .2%	2,946 1.2%	155 .1%	221 .1%	105 .0%	69 .0%	26 .0%	17 .0%	161,268 65.6%	245,738 100.0%	54
Tuolumne	377 1.1%	1,701 5.2%	592 1.7%	5 .0%	2 .0%	46 .1%	29 .1%	50 .1%	7 .0%	7 .0%	25 .1%	23 .1%	0 0.0%	2 .0%	30,982 91.3%	33,928 100.0%	55
Ventura	11,199 2.1%	113,192 21.4%	4,825 .9%	39 .0%	35 .0%	3,665 .7%	2,037 .4%	6,517 1.2%	1,220 .2%	667 .1%	821 .1%	417 .1%	284 .1%	366 .1%	383,890 72.5%	529,174 100.0%	56
Yolo	1,945 1.7%	19,342 17.1%	1,154 1.0%	18 .0%	34 .0%	1,536 1.4%	1,447 1.3%	618 .5%	203 .2%	511 .5%	158 .1%	72 .1%	31 .0%	21 .0%	86,284 76.1%	113,374 100.0%	57
Yuba	2,231 4.5%	4,367 8.8%	1,139 2.3%	4 .0%	3 .0%	262 .5%	258 .5%	392 .8%	138 .3%	179 .4%	35 .1%	50 .1%	57 .1%	6 .0%	40,612 81.7%	49,733 100.0%	58

Source: *1980 Census Summary Report for California*, Western Economic Research Co.: Sherman Oaks, Ca., pp. 38-38.

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Table 2.10

Central Calif-LA 5-Co Area
San Diego & Rest of So Calif

POPULATION & RACE DATA BY COUNTIES - 1980 CENSUS

From Reapportionment Tapes

Area and County	Total 1980 Population	% Chg. Since 1970	White		Black		Indian		Asian		Other		Hispanic	
			Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Los Angeles County	7,477,657	6.2%	5,073,754	67.9%	944,009	12.6%	48,158	0.6%	434,914	5.8%	976,822	13.1%	2,065,727	27.6%
Orange County	1,931,570	35.9	1,668,170	86.4	25,286	1.3	12,942	0.7	86,876	4.5	138,297	7.2	286,331	14.8
Riverside County	663,923	45.3	545,547	82.2	30,857	4.6	7,202	1.1	9,208	1.4	71,109	10.7	124,[illegible]98	18.8
San Bernardino County	893,157	30.9	736,043	82.4	47,740	5.3	10,063	1.1	14,918	1.7	84,393	9.4	165,295	18.5
Ventura County	529,899	40.0	426,410	80.5	11,198	2.1	4,901	0.9	15,995	3.0	71,395	13.5	113,241	21.4
Total LA 5 Co. Area	11,496,206	15.1	8,449,924	73.5	1,059,089	9.2	83,266	0.7	561,911	4.9	1,342,016	11.7	2,755,090	24.0
San Diego County	1,861,846	37.1%	1,514,006	81.3%	104,452	5.6%	14,616	0.8%	89,861	4.8%	138,911	7.5%	275,176	14.8%
Imperial County	92,110	23.7	51,467	55.9	2,310	2.5	1,375	1.5	1,774	1.9	35,184	38.2	51,384	55.7
Total San Diego Imp. Co's	1,953,956	36.4	1,565,473	80.1	106,762	5.5	15,991	0.8	91,635	4.7	174,095	8.9	326,560	16.7
Kern County	403,089	22.1%	309,371	76.7%	21,153	5.2%	6,006	1.5%	7,723	1.9%	58,834	14.6%	87,025	21.6%
San Luis Obispo County	155,345	47.0	140,296	90.3	2,727	1.8	1,785	1.1	3,204	2.1	7,333	4.7	14,788	9.5
Santa Barbara County	298,660	13.0	247,657	82.9	7,762	2.6	2,697	0.9	8,336	2.8	32,208	10.8	55,357	18.5
Total Rest of So. Calif.	857,094	20.1	697,324	81.4	31,642	3.7	10,490	1.2	19,263	2.2	98,375	11.5	157,170	18.3
Total 10 So. Calif. Co's	14,307,256	18.0	10,712,721	74.9	1,197,493	8.4	109,747	0.8	672,809	4.7	1,614,486	11.3	3,230,820	22.6
*Alpine County	1,097	126.7%	932	85.0%	3	0.3%	146	13.3%	5	0.5%	11	1.0%	42	3.8%
*Amador County	19,314	63.4	18,411	95.3	152	0.8	336	1.7	72	0.4	343	1.8	917	4.7
*Calaveras County	20,710	52.4	19,912	96.1	74	0.4	319	1.5	73	0.4	332	1.6	911	4.4
Fresno County	515,013	24.6	379,650	73.7	25,343	4.9	4,748	0.9	14,779	2.9	90,493	17.6	150,820	29.3
*Inyo County	17,895	14.9	15,910	88.9	26	0.1	1,609	9.0	72	0.4	278	1.6	1,084	6.1
Kings County	73,738	10.5	54,103	73.4	3,583	4.9	725	1.0	2,189	3.0	13,138	17.8	19,827	26.9
Madera County	63,116	52.0	47,715	75.6	2,174	3.4	1,045	1.7	625	1.0	11,557	18.3	16,916	26.8
*Mariposa County	11,108	84.7	10,431	93.9	72	0.6	357	3.2	55	0.5	193	1.7	504	4.5
Merced County	134,560	28.6	104,378	77.6	6,806	5.1	1,091	0.8	2,891	2.1	19,395	14.4	34,055	25.3
*Mono County	8,577	113.6	7,994	93.2	16	0.2	334	3.9	43	0.5	190	2.2	405	4.7
Monterey County	290,444	17.4	200,035	68.9	18,825	6.5	2,927	1.0	19,696	6.8	48,961	16.9	75,129	25.9
*San Benito County	25,005	37.2	17,179	68.7	60	0.2	179	0.7	470	1.9	7,117	28.5	11,430	45.7
Santa Cruz County	188,141	52.0	164,709	87.5	1,461	0.8	1,515	0.8	4,985	2.6	15,471	8.2	27,650	14.7
Stanislaus County	265,902	36.7	233,553	87.8	3,125	1.2	3,195	1.2	4,108	1.5	21,921	8.2	39,891	15.0
Tulare County	245,751	30.5	180,096	73.3	3,549	1.4	2,557	1.0	5,066	2.1	54,483	22.2	73,296	29.8
*Tuolumne County	33,920	53.0	32,016	94.4	377	1.1	600	1.8	189	0.6	739	2.2	1,780	5.2
Total 16 Central Cal. Co's	1,914,291	31.4	1,487,024	76.9	65,645	3.4	21,682	1.1	55,318	2.9	284,622	14.7	454,657	23.5
Total California	23,668,562	18.5	18,031,689	76.2	1,819,282	7.7	201,311	0.9	1,253,987	5.3	2,362,293	10.0	4,543,770	19.2

*Counties not Tracted

For Rest of California Counties, see next page.

POP & RACE BY COUNTIES

Source: *1980 Census Summary Report for California*, Western Economic Research Co.: Sherman Oaks, Ca., pp. 33-34.

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Table 2.10 (Continued)

Northern Calif & the Bay Area — POPULATION & RACE DATA BY COUNTIES - 1980 CENSUS — From Reapportionment Tapes

Area and County	Total 1980 Population	% Chg. Since 1970	White Number	White %	Black Number	Black %	Indian Number	Indian %	Asian Number	Asian %	Other Number	Other %	Hispanic Number	Hispanic %
Butte County	143,851	41.1%	134,030	93.2%	1,702	1.2%	2,062	1.4%	1,287	0.9%	4,770	3.3%	7,542	5.2%
*Colusa County	12,791	2.9	10,284	80.4	74	0.6	194	1.5	233	1.8	2,006	15.7	2,493	19.5
*Del Norte County	18,217	24.9	16,004	87.9	52	0.3	1,301	7.1	83	0.5	777	4.3	1,018	5.6
El Dorado County	85,812	95.8	82,400	96.0	296	0.3	730	0.9	1,011	1.2	1,366	1.6	3,971	4.6
*Glenn County	21,350	21.9	18,901	88.5	54	0.3	353	1.7	155	0.7	1,887	8.8	2,532	11.9
Humboldt County	108,024	8.4	99,086	91.7	534	0.5	6,666	6.2	944	0.9	1,816	1.7	3,731	3.5
*Lake County	36,366	86.0	34,028	93.6	340	1.0	806	2.2	191	0.5	982	2.7	1,882	5.2
*Lassen County	21,661	29.0	19,354	89.3	757	3.5	634	2.9	121	0.6	796	3.7	1,417	6.5
*Mendocino County	66,738	30.6	61,646	92.4	345	0.5	2,375	3.6	456	0.7	1,917	2.9	3,688	5.5
*Modoc	8,610	15.3	8,042	93.4	14	0.2	346	4.0	24	0.3	184	2.1	356	4.1
Nevada County	51,645	96.0	50,450	97.7	73	0.1	507	1.0	245	0.5	370	0.7	1,532	3.0
Placer County	117,247	51.0	110,243	94.0	402	0.3	1,131	1.0	1,721	1.5	3,750	3.2	8,211	7.0
*Plumas County	17,340	48.1	16,443	94.8	163	0.9	498	2.9	53	0.3	183	1.1	636	3.7
Shasta County	115,715	49.0	110,697	95.7	723	0.6	2,630	2.3	516	0.4	1,149	1.0	3,455	3.0
*Sierra County	3,073	29.9	2,999	95.7	3	0.1	46	1.5	10	0.3	15	0.5	196	6.4
*Siskiyou County	39,732	19.6	36,574	92.1	602	1.5	1,486	3.7	156	0.4	916	2.3	1,891	4.8
Sutter County	52,246	24.6	42,893	82.1	562	1.1	587	1.1	3,597	6.9	4,607	8.8	6,088	11.7
*Tehama County	38,888	31.7	37,127	95.5	64	0.2	603	1.6	191	0.5	903	2.3	2,127	5.5
*Trinity County	11,858	56.7	11,204	94.5	13	0.1	453	3.8	50	0.4	138	1.2	319	2.7
Yuba County	49,733	11.2	41,962	84.4	2,231	4.5	1,146	2.3	1,377	2.8	3,017	6.1	4,367	8.8
Total 20 Northern Co's	1,020,897	38.4	944,347	92.5	9,013	0.9	23,561	2.3	12,419	1.2	31,567	3.1	57,462	5.6
Alameda County	1,105,379	3.2%	740,611	67.0%	203,613	18.4%	7,446	0.7%	86,899	7.8%	67,810	6.1%	129,962	11.8%
Contra Costa County	657,252	18.2	535,363	81.5	60,189	9.2	3,892	0.6	30,636	4.7	27,172	4.1	55,977	8.5
Marin County	222,952	6.9	206,436	92.6	5,506	2.5	773	0.3	5,432	2.4	4,807	2.2	9,241	4.1
Napa County	99,199	25.3	90,856	91.6	887	0.9	725	0.7	2,086	2.1	4,636	4.7	8,636	8.7
Sacramento County	783,381	23.5	632,777	80.8	58,951	7.5	8,827	1.1	39,156	5.0	43,670	5.6	74,139	9.5
San Francisco County	678,974	−5.1	395,082	58.2	86,414	12.7	3,548	0.5	147,426	21.7	46,504	6.8	83,373	12.3
San Joaquin County	347,342	19.3	264,039	76.0	19,175	5.5	3,457	1.0	19,888	5.7	40,783	11.7	66,566	19.2
San Mateo County	588,164	5.5	459,235	78.1	35,493	6.0	2,481	0.4	56,366	9.6	34,589	5.9	73,362	12.5
Santa Clara County	1,295,071	21.6	1,017,855	78.6	43,715	3.4	8,506	0.7	99,935	7.7	125,060	9.7	226,611	17.5
Solano County	235,203	36.8	174,181	74.1	27,786	11.8	1,981	0.8	17,377	7.4	13,879	5.9	24,773	10.5
Sonoma County	299,827	46.3	278,172	92.8	3,459	1.2	3,480	1.2	4,634	1.5	10,082	3.4	20,860	7.0
Yolo County	113,374	23.5	92,990	82.0	1,945	1.7	1,208	1.1	4,597	4.1	12,636	11.1	19,342	17.1
Total 12 Co. Bay Area	6,426,118	13.8	4,887,597	76.1	547,131	8.5	46,321	0.7	513,441	8.0	431,828	6.7	792,831	12.3
Total California	23,668,562	18.5	18,031,689	76.2	1,819,282	7.7	201,311	0.9	1,253,987	5.3	2,362,293	10.0	4,543,770	19.2

*Counties not Tracted

POP & RACE BY COUNTIES

Table 2.11

California
TOTAL POPULATION BY MAJOR POPULATION GROUP
1980-2000
(Thousands)

	1980	1985	1990	1995	2000
Lower Alternative					
Hispanic	4,544.3	5,430.5	6,270.5	7,027.8	7,713.2
NonHispanic White	15,764.0	16,843.4	18,050.0	18,257.3	18,343.2
Black	1,783.8	2,001.0	2,227.3	2,316.9	2,390.8
Asian and Other	1,575.8	1,966.4	2,353.2	2,727.2	3,103.0
Total Population	23,667.9	26,241.3	28,901.0	30,329.3	31,550.3
Higher Alternative					
Hispanic	4,544.3	5,673.9	6,851.4	7,927.3	8,931.2
NonHispanic White	15,764.0	16,642.1	17,625.8	17,634.3	17,441.6
Black	1,783.8	1,951.0	2,146.9	2,209.6	2,247.4
Asian and Other	1,575.8	2,054.0	2,465.4	2,844.6	3,185.3
Total Population	23,667.9	26,321.0	29,089.5	30,615.8	31,805.5

Table 2.12

California
PERCENT DISTRIBUTION OF TOTAL POPULATION
BY MAJOR POPULATION GROUP
1980-2000

	1980	1985	1990	1995	2000
Lower Alternative					
Hispanic	19.2%	20.7%	21.7%	23.2%	24.4%
NonHispanic White	66.6	64.2	62.5	60.2	58.2
Black	7.5	7.6	7.7	7.6	7.6
Asian and Other	6.7	7.5	8.1	8.8	9.8
Total Population	100.0%	100.0%	100.0%	100.0%	100.0%
Higher Alternative					
Hispanic	19.2%	21.6%	23.6%	25.9%	28.1%
NonHispanic White	66.6	63.2	60.6	57.6	54.8
Black	7.5	7.4	7.4	7.2	7.1
Asian and Other	6.7	7.8	8.5	9.3	10.0
Total Population	100.0%	100.0%	100.0%	100.0%	100.0%

Source: *Projections of Hispanic Population for California 1985-2000*, Center for Continuing Study of the California Economy: Palo Alto, Ca., p. 23.

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Table 2.13

California
COMPONENTS OF POPULATION CHANGE BY MAJOR POPULATION GROUP
1980-2000

	Population		Absolute Change	Percent Change	Percent of Absolute Change
	1980	2000	1980-2000	1980-2000	1980-2000
Lower Alternative					
Hispanic	4,544.3	7,713.2	3,168.9	69.7%	40.2%
NonHispanic White	15,764.0	18,343.2	2,579.2	16.4	32.7
Black	1,783.8	2,390.8	607.0	34.0	7.7
Asian and Other	1,575.8	3,103.0	1,527.2	96.9	19.4
Total Population	23,667.9	31,550.3	7,882.4	33.3%	100.0%
Higher Alternative					
Hispanic	4,544.3	8,931.2	4,386.9	96.5%	53.9%
NonHispanic White	15,764.0	17,441.6	1,677.6	10.6	20.6
Black	1,783.8	2,247.4	463.6	26.0	5.7
Asian and Other	1,575.8	3,185.3	1,609.5	102.1	19.8
Total Population	23,667.9	31,805.5	8,137.6	34.4%	100.0%

Source: *Projections of Hispanic Population for California, 1985-2000*, Center for Continuing Study of the California Economy: Palo Alto, Ca., p. 25.

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Table 2.14

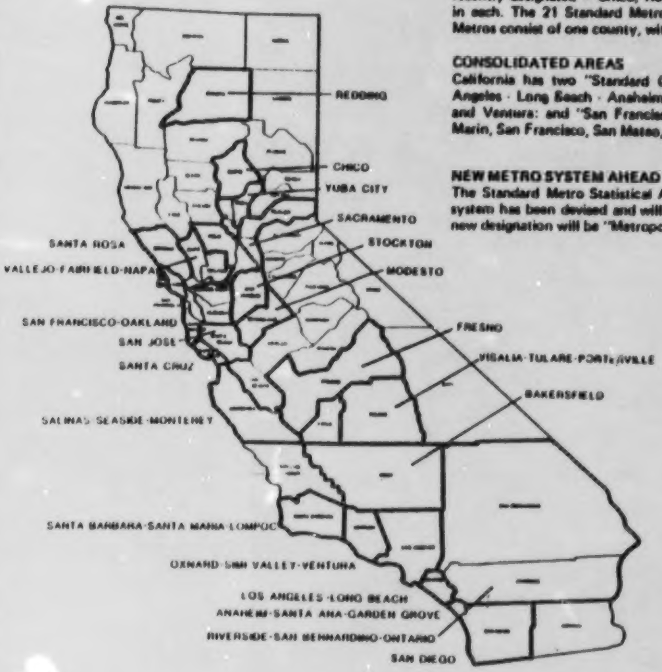
California
PERCENT DISTRIBUTION OF POPULATION BY MAJOR AGE GROUP
1980-2000

	Lower Alternative			Higher Alternative	
	1980	1990	2000	1990	2000
Hispanic					
0-14	32.5%	31.7%	26.1%	31.5%	27.6%
15-64	63.6	63.7	68.2	64.3	67.4
65+	4.0	4.6	5.7	4.3	5.0
Total Population	100.0%	100.0%	100.0%	100.0%	100.0%
Median Age	22.8	25.6	28.3	25.4	27.6
NonHispanic White					
0-14	17.6%	18.1%	18.8%	18.0%	18.6%
15-64	69.3	66.7	65.8	66.8	65.8
65+	13.1	15.2	15.4	15.2	15.6
Total Population	100.0%	100.0%	100.0%	100.0%	100.0%
Median Age	33.1	36.8	40.0	36.9	40.3
Black					
0-14	26.1%	23.8%	22.2%	23.8%	22.1%
15-64	67.4	68.2	68.8	68.1	68.9
65+	6.5	8.0	9.0	8.1	9.0
Total Population	100.0%	100.0%	100.0%	100.0%	100.0%
Median Age	25.7	29.8	33.9	29.9	34.0
Asian and Other					
0-14	25.8%	24.8%	23.2%	24.8%	23.4%
15-64	68.1	69.2	69.3	69.2	69.1
65+	6.1	6.0	7.5	6.0	7.5
Total Population	100.0%	100.0%	100.0%	100.0%	100.0%
Median Age	28.0	30.1	32.7	30.0	32.6

Source: *Projections of Hispanic Population for California, 1985-2000*, Center for Continuing Study of the California Economy: Palo Alto, Ca., p. 28.

Figure 2.1

METROPOLITAN AREAS IN CALIFORNIA



THE MAP at left shows the official Standard Metropolitan Statistical Areas in California, including the three new ones recently designated – Chico, Redding and Yuba City. The listing below gives the official name, and the counties included in each. The 21 Standard Metros now in effect account for 96% of California's total population. As shown, 16 of the Metros consist of one county, with 5 involving multiple counties.

CONSOLIDATED AREAS
California has two "Standard Consolidated Statistical Areas" designated by the Federal Government, which are: "Los Angeles · Long Beach · Anaheim" consisting of 4 Metros and 5 counties · Los Angeles, Orange, Riverside, San Bernardino and Ventura: and "San Francisco · Oakland · San Jose" consisting of 4 Metros and 9 counties · Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Napa, Solano and Sonoma.

NEW METRO SYSTEM AHEAD
The Standard Metro Statistical Areas shown here will be used for all results of the 1980 Census. However, a new Metro system has been devised and will go into effect soon, and will apply for the results of the Economic Censuses of 1982. The new designation will be "Metropolitan Statistical Areas" or "MSA's", thus eliminating the familiar "SMSA's."

The Official STANDARD METROPOLITAN STATISTICAL AREAS In California

The Official Name	Counties Included in Each Metro
ANAHEIM–SANTA ANA–GARDEN GROVE	Orange
BAKERSFIELD	Kern
CHICO	Butte
FRESNO	Fresno
LOS ANGELES–LONG BEACH	Los Angeles
MODESTO	Stanislaus
OXNARD–SIMI VALLEY–VENTURA	Ventura
REDDING	Shasta
RIVERSIDE–SAN BERNARDINO–ONTARIO	Riverside & San Bernardino
SACRAMENTO	Placer, Sacramento & Yolo
SALINAS–SEASIDE–MONTEREY	Monterey
SAN DIEGO	San Diego
SAN FRANCISCO–OAKLAND	Alameda, Contra Costa, Marin, San Francisco & San Mateo
SAN JOSE	Santa Clara
SANTA BARBARA–SANTA MARIA–LOMPOC	Santa Barbara
SANTA CRUZ	Santa Cruz
SANTA ROSA	Sonoma
STOCKTON	San Joaquin
VALLEJO–FAIRFIELD–NAPA	Napa & Solano
VISALIA–TULARE–PORTERVILLE	Tulare
YUBA CITY	Sutter & Yuba

MAP OF METRO AREAS

Source: *1980 Census Summary Report for California*, Western Economic Research Co.: Sherman Oaks, Ca., p. 1.

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Appendix 2.1

GLOSSARY OF GEOGRAPHIC TERMS

In this Glossary of Geographic Terms, the following acronyms and abbreviations are used:

BG	Block Group
BNA	Block Numbering Area
CCD	Census County Division
CDP	Census Designated Place
ED	Enumeration District
MMS	Metropolitan Map Series
SMSA	Standard Metropolitan Statistical Area
UA	Urbanized Area
VMS	Vicinity Map Series

American Indian Reservation. American Indian reservations are 274 areas set aside as reservations with established boundaries by treaty, statute, executive or court order. Federal and State reservations are located in 33 States. Trust lands outside the boundaries of reservations are not included. Reservations may cross State, county, CCD, or place boundaries.

American Indian reservations are identified by a three-digit code which is unique within the United States. Boundaries are shown on all detailed census maps.

American Indian Subreservation. A "district," "chapter," "segment," "area," or "community" defined within or associated with 21 of the American Indian reservations. In a few cases subreservations cross reservation boundaries or may be entirely outside reservations.

American Indian subreservations are identified by a three-digit code which is unique within the United States.

Block. Normally a well-defined rectangular piece of land, bounded by four streets. However, a block may also be irregular in shape or bounded by railroad tracks, streams or other features. Blocks, by definition, do not cross the boundaries of counties or census tracts. They may cross place boundaries. When blocks cross place boundaries, the blocks are split and statistical summaries are presented for the parts. In rural areas, blocks may include many square miles, depending on the frequency of roads and their intersection with rivers, mountain ridges or other physical features.

Census data will be tabulated by block in all urbanized areas (UAs) and, in many cases, somewhat beyond the final UA boundaries. The data will also be tabulated by block in incorporated places with 10,000 or more inhabitants outside UAs and in additional areas which contracted with the Census Bureau for the collection

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of block statistics. Places outside of UAs are included in the block statistics program if they met the 10,000 population criterion in the 1970 census, official Bureau estimates through 1976, or a special census on or before December 31, 1977. Block coverage for qualifying places is within boundaries as of January 1, 1980.

A block is identified by a three-digit code which is unique within a census tract or, where tracts do not exist, block numbering area. Since separate summaries are provided for the parts of a block split by a place, tape users may need to specify the place code to retrieve data for a block. Blocks are defined on detailed census maps: Metropolitan Map Series, Vicinity Map Series, place maps, and county maps. The extent of block statistics coverage is reflected on maps by the presence or absence of the three-digit block number.

Block Group (BG). A combination of census blocks which is a subdivision of a census tract or block numbering area (BNA) and which is defined in all areas where block statistics are collected. (In areas where blocks are not identified, enumeration districts substitute for block groups as tabulation units.)

Block groups are defined within county and tract or block numbering area. They may be split by the boundaries of other higher level geographic entities recognized in the census, including places, census county divisions, congressional districts, and Indian reservations. When this occurs, statistical summaries (data records) are provided for each component or part.

Block groups are not outlined on census maps, but are defined as that set of blocks sharing the same first digit within a census tract or BNA. For example, Block Group "3" within a particular census tract would be defined as all blocks numbered between 301 and 399. In practice, the numbering would rarely go above 350 and would involve substantially fewer than 50 blocks, since gaps are occasionally left in the numbering, e.g., one block might be 312 and the next 316.

Block Numbering Area (BNA). Areas defined for the purpose of grouping and numbering blocks in blocked areas where tracts are not defined. BNAs do not cross county boundaries. They are identified by census tract-type numbers ranging from 9901.00 to 9989.99 which are unique within a county. While BNA numbers are similar to census tract numbers, BNAs are not census tracts.

Block numbering areas may be split for tabulation purposes by the boundaries of places and Census County Divisions (CCDs).

Census County Division (CCD). A statistical division of a county in California and 19 other states that is roughly comparable to a minor civil division used in other states. CCDs are established cooperatively by the Census Bureau and both state and local government authorities. CCDs are generally defined by boundaries

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South, and West. Census regions have no relationship to the 10 Standard Federal Administrative Regions. Regions are identified by a one-digit code.

Standard Metropolitan Statistical Area (SMSA). A large population nucleus and nearby communities which have a high degree of economic and social integration with that nucleus. Each SMSA consists of one or more entire counties that meet specified standards pertaining to population, commuting ties, and metropolitan character. SMSAs are designated by the Office of Federal Statistical Policy and Standards of the Department of Commerce.

SMSAs to be observed in the 1980 Census are of two types: (1) those defined before January 1, 1980; and (2) those to be established in 1981 as a result of 1980 census population counts. In order for a new SMSA to be recognized following the 1980 Census, an area must have either:

1. A city with a population of at least 50,000 within its corporate limits, or
2. A Census Bureau defined urbanized area (which must have at least 50,000 population) and a total SMSA population of at least 100,000.

Each SMSA includes not only a city and its urbanized area, but also the remainder of the county or counties in which they are located and such additional outlying counties as meet specified criteria relating to metropolitan character and level of commuting of workers into the central city or counties. Specific criteria governing the definition of SMSAs recognized before 1980 are published in Standard Metropolitan Statistical Areas: 1975, issued by the Office of Federal Statistical Policy and Standards.

SMSAs are identified by a Federal Information Processing Standards (FIPS) four-digit numeric code, which follows the alphabetic sequence of the SMSA name. SMSAs are outlined on small scale maps in several 1980 report series. SMSA data appear in most 1980 census publications and summary tape files.

In 1982 or 1983, SMSA boundaries will be reevaluated using 1980 census data on commuting, population density, type of residence and population growth, according to new criteria spelled out in the Federal Register, January 3, 1980 (Vol. 45, No. 2, Pt. VI). At that time, new outlying counties may be added or existing ones dropped, some area titles may change, many new central cities will be designated, and some areas may be consolidated. Further, the term "standard metropolitan statistical area" will be shortened to "metropolitan statistical area" (MSA). These changes will not affect publication of 1980 census data for SMSAs.

State. The major political unit of the United States. The District of Columbia is treated as a State-equivalent in all 1980 census data series.

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Appendix 2.1 (Continued)

States are identified by a two-digit Federal Information Processing Standards (FIPS) code which follows the alphabetic sequence of state names, and by a two-digit census geographic state code, the first digit of which identifies the census division of which the state is a part. The Federal Information Processing Standards (FIPS) State code is used for sequencing in most reports and in tape files which present data for all states.

Tract. A small statistical subdivision of a county. Tracts have generally stable boundaries and are designed to be relatively homogeneous areas with respect to population characteristics, economic status, and living conditions. The typical tract contains between 2,500 and 8,000 residents. All SMSAs recognized before the 1980 census are completely tracted. In addition, census tracts have been established in counties outside those SMSAs (although some of these areas are likely to become SMSAs as a result of the census).

Tract boundaries are established cooperatively by local Census Statistical Areas Committees and the Census Bureau in accordance with guidelines that impose limitations on population size and specify the need for visible boundaries. Geographic shape and areal size of tracts are of relatively minor importance. Tract boundaries are established with the intention of being maintained over a long time so that statistical comparisons can be made from census to census. Census tracts observe county lines and are defined to cover all of the territory within each tracted county.

Census tracts are identified by a four-digit basic code and a two-digit suffix, e.g., 6059.02. Many census tracts do not have a suffix. In such cases, maps show just the four-digit code; tapes give the four-digit code followed by two blanks. Tract numbers are always unique within a county, and, except for New York, are also unique within an SMSA. All valid census tract numbers are in the range 0001 to 9899.99; a number between 9901.00 and 9989.99 denotes a block numbering area.

Census tract boundaries are shown on all detailed census maps. In addition, census tract outline maps are being created for each SMSA and each tracted county outside SMSAs. Tract outline maps show only those streets and physical features which serve as census tract boundaries. In addition, tract outline maps show the boundaries for places, CCDs and counties.

Urban and Rural Area (population). Urban and rural denote types of areas rather than specific areas outlined on maps. As defined by the Census Bureau, the urban population comprises all persons living:

1. in urbanized areas (defined below) and
2. in places of 2,500 or more inhabitants outside urbanized areas.

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that seldom change and can be easily located, such as roads, rivers, power lines, etc.

Census county division boundaries are represented on all detailed census maps. CCDs, in alphabetic sequence, are assigned unique, incremental three-digit numeric codes within counties.

Congressional District. These 435 areas are defined for their respective states by State legislatures for the purpose of electing persons to the U.S. House of Representatives. Congressional districts observed for the 1980 Census are as designated for the 96th Congress.

Small scale maps of congressional districts appear in the Congressional District Data Book and the Congressional District Atlas. Congressional district boundaries are not shown on detailed 1980 map series.

County. The primary political and administrative divisions of states. County boundaries are shown on all census maps. A three-digit Federal Information Processing Standards (FIPS) county code identifies each county uniquely within a state. Counties are numbered in alphabetic sequence, with independent cities numbered separately at the end of the list.

Division, (Census Geographic). Census geographic divisions are nine groups of states which are subdivisions of the four census regions. Divisions are identified by a one-digit code which is also the first digit of the two-digit Census geographic code for each state in the division.

Enumeration District (ED). An area used in the 1980 Census for collection activities and as a tabulation area where block statistics are not prepared. Enumeration districts do not cross the boundaries of any other legal or statistical area, including CCDs, places, counties or congressional districts. Because of these constraints they vary widely in population size, although they do not generally exceed a population of 1,600 in areas where the census is taken by mail, or a population of 1,000 in areas where the census is taken by conventional enumerator canvassing. The population limits are designed so that an ED represents a reasonable workload for a single enumerator. In the areas without blocks, EDs are the smallest unit of census geography for which statistics are available.

Enumeration district boundaries are shown on MMS/VMS, place and county maps in areas where there are no block numbers. EDs are identified by a four-digit number which may be followed by a one-character alphabetic suffix. The suffix is used to identify subdivisions of EDs made during data collection activities where the original ED proved to be too populous for an efficient work unit, or to accommodate a revision to a place or other boundary made too late to be reflected on the maps. An ED number may also have a prefix indicating that the ED is of a special type (e.g.,

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Appendix 2.1 (Continued)

an Indian reservation), but the prefix is not necessary for identification of the ED. ED numbers do not repeat within a county.

Place. A concentration of population which may or may not have legally prescribed limits, powers, or functions. Most of the places identified in the 1980 Census are incorporated as cities, towns, villages, or boroughs. In addition, a number of census designated places (called "unincorporated places" in earlier censuses) are delineated for 1980 census tabulations.

> **Incorporated place**. A political unit incorporated as a city, borough, village or town. Most incorporated places are subdivisions of the CCD in which they are located; for example, a village located within and legally part of a township. Some incorporated places cross CCD lines.
>
> **Census designated place (CDP)**. A densely settled population center without legally defined corporate limits or corporate powers or functions. Each has a definite residential nucleus with a dense, city-type street pattern, and ideally should have an overall population density of at least 1,000 persons per square mile. In addition, a CDP is a community that can be identified locally by place name. Boundaries of CDPs are drawn by the Census Bureau, in cooperation with state and local agencies, to include, insofar as possible, all the closely settled areas. In the 1980 Census, statistics are tabulated for each CDP with 5,000 inhabitants or more if located in an urbanized area with a central city of 50,000 or more and for each CDP of 1,000 or more if in an urbanized area with a central city of less than 50,000. Outside of urbanized areas, statistics are tabulated in 48 states for CDPs of 1,000 or more.
>
> Incorporated place and CDP boundaries are shown on all detailed census maps. MMS/VMS maps show the boundaries of places in or near urbanized areas, and place maps are available for all places outside MMS/VMS coverage. In tracted areas, boundaries of places with 10,000 or more inhabitants are shown on tract outline maps, which are at a smaller scale than MMS/VMS maps. County subdivision maps, at still smaller scale, also show boundaries for places.
>
> A four-digit numeric code is assigned by the Census Bureau to each place in alphabetic sequence within a state. Separate "place description" codes will also generally accompany place records. These codes indicate whether or not a place is incorporated, as well as represent certain other information about places.

Region, (Census). Census regions are large groups of states which are first-order subdivisions of the United States for census purposes. There are four regions—Northeast, North Central,

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The rural population consists of everyone else. Therefore, a rural classification need not imply farm residence or a sparsely settled area, since a small city or town is rural as long as it is outside an urbanized area and has fewer than 2,500 inhabitants.

The terms urban and rural are independent of metropolitan and nonmetropolitan designations: both urban and rural areas occur inside and outside SMSAs.

Urbanized Area (UA). A population concentration of at least 50,000 inhabitants, generally consisting of a central city and the surrounding, densely populated, contiguous territory (suburbs).

The urbanized area criteria define a boundary based primarily on a population density of at least 1,000 persons per square mile, but also include some less densely settled areas within corporate limits, and such areas as industrial parks and railroad yards, if they are adjacent to dense urban development. The density level of 1,000 persons per square mile corresponds approximately to the built-up area around a city. The "urban fringe" is that part of the urbanized area outside of a central city.

Typically, an entire urbanized area is included within an SMSA. The SMSA is usually much larger in terms of territory covered and includes territory where the population density is less than 1,000. Occasionally there is more than one UA within an SMSA. In some cases, a small part of a UA may extend beyond an SMSA boundary, and possibly, into an adjacent SMSA. A few 1980 UAs will be defined in areas which do not meet the 100,000 total population criterion for SMSA designation. UAs may cross state boundaries. In a few cases a UA may not include all of an "extended" central city which is determined to have a significant amount of rural territory.

UAs are identified by four-digit codes, which follow the alphabetic sequence of UA names. Their boundaries will be shown on final Metropolitan Map Series and Vicinity Map Series maps.

Source: Lyman A. Glenny, *Quality of the 1980 Federal Census for Postsecondary Education Planning*, California Postsecondary Education Commission: Sacramento, Ca., pp. 66-72.

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References and Additional Sources

1. *Understanding Census Data*, Western Economic Research Company, 13437 Ventura Blvd., Los Angeles, CA 91423. This publication offers detailed explanations of census procedures and definitions, as well as discussions of sampling methodology and copies of the census questionnaires.

2. *Quality of the 1980 Federal Census for Postsecondary Education Planning*, by Lyman A. Glenny, a report prepared for the California Postsecondary Education Commission, May 1982. The Glenny study was designed to assess the usefulness of the 1980 census for planning in California postsecondary education. To that end, the report addressed five major topics:

    1) the limitations of 1980 census data with respect to their completeness and precision;

    2) the appropriate time-range or duration of projections that can be made from these data;

    3) the variety and strength of inferences that can be drawn from the data;

    4) the major postsecondary education issues to which the data can be applied; and

    5) the types and sources of information which can be collected or examined in order to amplify the usefulness of the census data for California.

3. *American Demographics* — a monthly journal of current demographic data, together with analytic discussions of technical and methodological issues.

4. *Current Population Reports*, U.S. Bureau of the Census. The general topics in this series include:

P-20	Population Characteristics
P-23	Special Studies
P-25	Population Estimates and Projections
P-26	Federal-State Cooperative Program for Population Estimates
P-27	Farm Population
P-28	Special Censuses
P-60	Consumer Income

These detailed periodic reports provide national data on the population including special surveys on ethnicity, school enrollments, and educational attainment. These studies are among the most important sources of data available on K-12 educational achievement levels.

5. National Center for Education Statistics (NCES), a Division of the U.S. Department of Education. Its annual publication, *The Condition of Education*, provides charts, graphs, tabular data, and narrative discussions based on the Current Population Reports series and the comprehensive Higher Education General Information survey (HEGIS) of colleges and universities.

6. *1980 Census Summary Report for California*, Western Economic Research Company, 13437 Ventura Blvd., Sherman Oaks, CA 91423. The data in this report are divided into two parts. Part One is a reproduction of the key pages from the Census Bureau publication PHC 80-3-6 which provides summaries of general population, housing, social, employment, and economic characteristics by several geographic units and demographic categories. Part Two presents ethnic, housing, age, and economic data aggregated by county, tracted and non-tracted. This detailed information is also available by census tracts for all of California, divided into six separate regional reports.

7. *California State Census Data Center (SCDC).* The State Census Data Center network provides tapes, standard reports, customized tabulations, and maps to users on a cost reimbursable basis. The network includes five regional centers, each of which is primarily responsible for a certain portion of the state. The SCDC headquarters also doubles as a Regional Center. The main function of the regional centers within the SCDC network is to handle data requests that require accessing computer tapes. In this regard, regional centers can provide printouts from tapes, subfiles or complete data files on tape and, in some cases, graphic or cartographic output. In addition, each regional center may provide additional services depending upon its own nature and objectives. The State Census Data Center in Sacramento is primarily responsible for developing official population projections for the state.

SCDC and Regional Centers and County Territories

State Census Data Center (SCDC)

State Census Data Center
Department of Finance
1025 P Street, Room 320
Sacramento, CA 95814

1. Kern
2. Monterey
3. San Benito
4. San Luis Obispo
5. Santa Barbara
6. Santa Cruz

Association of Bay Area Governments (ABAG)

Data Resources Center
Association of Bay Area Governments
Hotel Claremont
Berkeley, CA 94705

1. Alameda
2. Contra Costa
3. Marin
4. Napa
5. San Francisco
6. San Mateo
7. Santa Clara
8. Solano
9. Sonoma

Sacramento Area Council of Governments (SACOG)

Sacramento Area of Council
of Governments
800 H Street, Suite 300
Sacramento, CA 95814

1. Alpine
2. Amador
3. Butte
4. Calaveras
5. Colusa
6. Del Norte
7. El Dorado
8. Glenn
9. Humboldt
10. Inyo
11. Lake
12. Lassen
13. Mariposa
14. Mendocino
15. Modoc
16. Mono
17. Nevada
18. Placer
19. Plumas
20. Sacramento
21. Shasta
22. Sierra
23. Siskiyou
24. Sutter
25. Tehama
26. Trinity
27. Tuolumne
28. Yolo
29. Yuba

San Diego Association of Governments (SANDAG)

San Diego Association of Governments Security Pacific Plaza 1200 Third Avenue, Suite 524 San Diego, CA 92101	1. San Diego

Southern California Association of Governments (SCAG)

Southern California Association of Governments 600 S. Commonwealth Street Los Angeles, CA 90005	1. Imperial 2. Los Angeles 3. Orange 4. Riverside	5. San Bernardino 6. Ventura

State Data Program (SDP)

State Data Program University of California 2538 Channing Way Berkeley, CA 94720	1. Fresno 2. Kings 3. Madera 4. Merced	5. San Joaquin 6. Stanislaus 7. Tulare

8. *California State Census Data Center Newsletter*, State Census Data Center, Population Research Unit, Department of Finance, 1025 P Street, Sacramento, CA 95814. These periodic newsletters are intended to provide practical information on the availability, use, and interpretation of census data. The style is informal and nontechnical, and recent summary data are also included. Meetings, workshops, census data calendars, reference sources, and the status of tape files are featured as well.

In addition to a vast array of printed and microfiche reports, results of the 1980 census are available on computer tapes in the form of summary tape files (STF's). These tapes offer data with greater subject and geographic detail than is feasible to provide in printed and microfiche reports.

There are five STF's. The first two contain complete-count (i.e., 100%) data, while STF's 3, 4, and 5 contain sample-estimate data. The *1980 Census of Population and Housing Users' Guide* published by the Census Bureau provides detailed technical documentation for each file. Below is a brief overview of computer tapes scheduled to be made available to the state census data centers:

Summary Tape Files

STF 1 To be available 9/81-early 1982	This file provides 321 cells of complete-count population and housing data. Data are summarized for the United States, regions, divisions, states, SCSAs, SMSAs, urbanized areas, congressional districts, counties, county subdivisions, places, census tracts, enumeration districts in unblocked areas, and blocks and block groups in blocked areas. This file set includes data shown in the PHC80-1, PHC80-3, and PC80-1-A reports.
STF 2 To be available early 1982	This file contains 2,292 cells of detailed complete-count population and housing data, of which 962 are repeated for race and/or Spanish origin groups present in the tabulation area. Data are summarized for the United States, regions, divisions, States, SCSAs, urbanized areas, counties, county subdivisions, places of 1,000 or more inhabitants, census tracts, American Indian reservations, and Alaska Native villages. This file set includes data shown in the PHC80-2, PC80-1-B, and HC80-1-A reports.

STF 3
To be available
Spring 1982-
Fall 1982

This file contains 1,126 cells of population and housing data estimated from the sample for the same area as in STF 1, excluding blocks. This file set includes data shown in the PHC80-3 reports. In addition, the Census Bureau is exploring the possibility of producing STF 3 data for 5-digit ZIP Code areas on a cost-reimbursable, special-tabulation basis.

STF 4
To be available
mid-1982-
late 1982

This is the geographic counterpart of STF 2, but the number of cells of data is approximately three times greater. STF 4 provides detailed population and housing data estimated from the sample, some of which are repeated for race, Spanish origin, and similar to those shown for STF 2, except that data for places are limited to those with 2,500 or more inhabitants. This file set includes data shown in the PHC80-2, PC80-1-C, and HC80-1B reports.

STF 5
To be available
mid- to
late 1983

This file contains over 100,000 cells of population and housing data estimated from the sample and provides highly detailed tabulations and cross-classifications for States, SMSAs, and counties subjects are classified by race and Spanish origin. This file set includes data shown in the PC80-1-D and HC80-2 reports.

Other Computer Tape Files

P.L. 94-171
Population
Counts Issued
2/81-3/81

In accordance with Public Law (P.L.) 94-171, the Census Bureau provided population tabulations to all States for legislative reapportionment/redistricting. The file was issued on a State-by-State basis. It contains the final population counts classified by race and Spanish origin. The data are tabulated for the following levels of geography as applicable: States, counties, county subdivisions, incorporated places, census tracts, block groups, and blocks or enumeration districts. For States participating in the voluntary program to define election precincts in conjunction with the Census Bureau, the data are also tabulated for election precincts.

Master Area
Reference File
(MARF)
To be available
9/81-early 1982

This geographic reference file is an extract of STF 1 designed for those who require a master list of geographic codes and areas, along with basic census counts arranged hierarchically from the State down to the block group and enumeration district level and is issued on a State-by-State basis. The file contains records for States, counties, county subdivisions, places, census, tracts, enumeration districts in unblocked areas, and block groups in blocked areas. Each record shows the total population by five race groups, population of Spanish-origin, number of housing units, number of households, number of families, and a few other items.

Geographic
Base File/Dual
Independent
Map Encoding-
GBF/DIME
Beginning in
1978 periodic
update

These files are computerized representations of the Metropolitan Map Series, including address ranges and ZIP codes, which generally cover the urbanized portions of SMSAs. GBF/DIME files are used to assign census geographic codes to addresses (geocoding). The files are issued by SMSA.

Public-Use Microdata Samples
To be available mid-1982-late 1982

Public-use microdata samples are computerized files containing most population and housing characteristics as shown on a sample of individual census records. These files contain no names or addresses, and geographic identification is sufficiently broad to protect confidentiality.

There are three mutally exclusive samples, the A sample including 5 percent and the B and C samples each including 1 percent of all persons and housing units. States and most large SMSAs will be identifiable on one or more of the files. Microdata files allow the user to prepare customized tabulations.

Census/EEO Special File
To be available Fall 1982-early 1983

In addition to the regular summary tape files, the Bureau plans to prepare a "Census/EEO Special File." This public-use computer file will provide sample census data with specified relevance to EEO and affirmative action uses. The file will contain two tabulations, one with detailed occupational data and the other with years of school completed by age. The data in both tabulations will be crossed by sex and Hispanic origin or race for non-Hispanics. These data will be provided for all counties, for all SMSAs, and for incorporated places with a population of 50,000 or more.

9. *Projections of Hispanic Population for California 1985-2000*, Center for Continuing Study of the California Economy, Palo Alto, CA, 1982. This study presents projections of the Hispanic, non-Hispanic White, Black, Asian, and other population groups by age in California. The two levels of projections are closely linked to different birth rate, death rate, and immigration assumptions described in the study.

Section Three
Grades K-12: Status and Prospects

A logical prerequisite to planning for higher education involves not only examination of census data and trends, but of the K-12 educational "market" as well. The enrollment fortunes, and to a great extent, the programmatic issues, awaiting higher education in the future can be found in the current age, ethnic, and academic performance data of the primary and secondary schools. This section presents some data on K-12 enrollments, attrition, and graduation rates by ethnic group. It should be noted that K-12 data are often incomplete (e.g., Asians and American Indians are seldom studied as thoroughly as Whites, Blacks, and Hispanics), and the methodology for collecting such data is usually less rigorous and systematic than is true for higher education.

Most of the data presented in this section are at the national, state, or county levels. However, data for individual school districts in California are available from the CBEDS (California Basic Educational Data System) files, and can be obtained through the State Department of Education or county education offices.

The seventeen tables which follow can be used to identify any number of interesting and important ethnic variations in K-12 enrollments or educational achievement levels. Here is an overview of the topics which they address:

1. Tables 3.1 to 3.5 and Figure 3.1 show the latest K-12 enrollment data by ethnic group at the state and county levels. Some historical comparisons and projections are also included. All data point to an urban public school population that is increasingly comprised of Hispanic, Asian, and Black ethnic groups.

2. Tables 3.6 to 3.14 address issues of academic performance, school dropout and graduation rates among ethnic groups. It seems clear that achievement levels of Hispanics (namely, Chicanos and Puerto Ricans) are far below those of other groups, although the limited data on American Indians are equally discouraging.

3. The last three tables provide ethnic data on California public high school graduates by county and individual school district.

4. The section concludes with some notes on K-12 data sources, the most important of which is the California Basic Educational Data System (CBEDS) managed by the State Department of Education.

Enrollment Patterns

Table 3.1 provides statewide data on K-12 enrollments by ethnicity; totals and percentages are given for each grade level.

Table 3.2 offers a comparative perspective on statewide K-12 ethnic data. It compares the 1979 and 1981 public school population with the 1980 state population by ethnic category. Obviously, the data primarily reflect the age distributions of Whites and ethnic minorities; the latter are younger and hence overrepresented in the public school system.

Table 3.3 shows the latest Department of Finance statewide enrollment projections for the K-8 and 9-12 grade levels through 1991. These data, as well as general population projections by age group, indicate that enrollments in both elementary and high school will continue to increase at least until the turn of the century, although 1985-1989 will witness a 13.5 percent decrease in high school enrollments.

Table 3.4 shows the racial and ethnic composition of California public schools (K-12) for 1981-1982 by county; both absolute totals and pecentages are provided. Table 3.5 offers an historical summary of school ethnic data by county for 1977, 1979, and 1981 (in percentages). County Departments of Education can usually provide more detailed figures of student enrollments by individual elementary, junior high, and high schools, or by school districts.

The demographic shifts in California public schools over the past 15 years have been dramatic. For example, in the three largest school districts in the state, the percentage of ethnic students in the Los Angeles Unified School District increased from 45 percent in 1967 to 73 percent in 1979; from 24 to 41 percent in the San Diego Unified School District; and from 59 to 80 percent in the San Francisco Unified School District during the same period. The statewide figures increased from 25 to 40 percent, and the trend continues. Similar increases can be observed for almost all of the urban Standard Metropolitan Statistical Areas in the state, where the pattern is most pronounced (Figure 3.1).

Virtually all of the facts and statistics one cares to cite on this question are reinforcing. About 50 percent of the children in kindergarten in Los Angeles County are Hispanic. Approximately one-fourth of the students in San Francisco and Alameda County public schools are Black. Another one-fourth in San Francisco County are Asian. While the total number of high school graduates in the state is projected to decline by about 16 percent between 1975 and 1985, the number of White high school graduates will decline by 40 percent. Clearly, whatever the specific numbers and percentages happen to be, the changes in magnitude and direction are apparent — the youth population of urbanized areas in the state is increasingly comprised of Hispanics, Asians, and Blacks, due partly to immigration and partly to differential birth rates compared to Whites.

Achievement Levels

Student performance data by ethnicity in the public schools can be assessed either directly or indirectly. The first approach involves choosing a sample of students and correlating test scores, grade point averages, graduation rates and the like with ethnic status. Access to computerized files containing such data is extremely difficult.

The indirect approach utilizes data at the school rather than the student level. Aggregate performance data of students attending schools with very high and very low percentage concentrations of ethnics could be compared, although extreme care must be taken to control for background factors in school rates such as location, teacher-pupil ratios, academic standards, socioeconomic status, and so forth. The Special Projects Unit of the State Department of Education routinely collects aggregate data by school on reading, English, and mathematics test scores at the third, sixth, and twelfth grade levels.

Based on data from a 1980 survey of 58,000 high school students sponsored by the National Center for Education Statistics (NCES), Hispanic students typically have lower educational aspirations than Blacks or non-Hispanic Whites, and lower average scores on math, reading, and vocabulary tests than non-Hispanic Whites (Reference #1). However, great variation was found among Hispanic sub-groups on academic achievement and background characteristics, which strongly suggests that Hispanics (like most other ethnic groups) are seldom homogeneous in social status, attitudes, or behavior. Among Hispanics, for example, Cuban students were rather sharply differentiated from Puerto Ricans and Chicanos (Tables 3.6 and 3.7). Obviously, the antecedents of such differences are rooted largely in background factors such as socioeconomic status and immigration history. Table 3.8 presents a good summary of standardized scores by ethnic group for several assessment areas; the SES figures for each group offer clues to the background variables associated with the test data.

High school dropout rates for Blacks nationally are about 28 percent versus 17 percent for Whites. At least 45 percent of Chicanos and Puerto Ricans never finish high school, and estimates are that about 45 percent of American Indians leave high school before graduation (Reference #2). As Table 3.9 indicates, there is some evidence that the gap between Whites and Blacks is closing as the latter have made significant strides in increasing completion rates.

Most national data also suggest that public school attrition begins at different ages for different ethnic groups. Blacks and Whites, for example, do not begin to drop out in large numbers until the tenth grade; Hispanic attrition usually begins in junior high and continues at an accelerated pace throughout the high school years (Reference #2). Neither is there any convincing evidence that high school completion rates among Hispanics, particularly Chicanos, are improving; instead, the reverse may be true (Table 3.10). And, again, Hispanic sub-groups show marked variations in education achievement levels (Table 3.11).

Astin has recently published data on high school dropout rates nationally that probably offer some insights into the ethnic variations one might expect to find in California. Tables 3.12 and 3.13 offer summaries of his analysis based on averages of several years of data from the Current Population Surveys (CPS) conducted annually by the U.S. Bureau of the census. The data suggest these conclusions concerning high school attrition (Reference #2).

1. Minorities drop out of high school at a rate that is substantially higher than the dropout rate for Whites.
2. Blacks drop out of high school at a rate (27-29 percent) that is about two-thirds higher than the rate for Whites (15-18 percent). Most of this attrition occurs at the high school level and is spread fairly evenly across all three years.
3. Approximately half of the Hispanic students — Chicanos and Puerto Ricans — never finish high school; their high school dropout rates are about two-thirds higher than the dropout rate for Blacks and three times higher than the rates for Whites. This attrition appears to begin during the junior high school years and to continue through the high school years.
4. Although the data for estimating high school dropout rates for American Indians are meager, it appears that they are more likely than Blacks to leave high school before graduation.

Table 3.14 presents some data from the CBEDS files on California high school attrition rates by ethnicity for 1979-1981. These data generally reinforce the findings described above, particularly in regard to the early withdrawal of Hispanic students and the accelerated pace for withdrawal for all ethnic groups in the latter years of high school. The above-average performance of Asian students is also typical.

California Graduation Rates

The high school completion rate for all groups has remained relatively constant over the past decade or so. Data from the 1980 Current Population Survey of the U.S. Census Bureau show large differences in educational attainment from the oldest to the younger adult groups. However, the completion rate for adults in their twenties and thirties has stabilized at about 80 percent.

Completion rates for Blacks and Hispanics have increased over the past few decades, although they still do not approximate those of Whites and Asians; and, as in the population generally, increases for ethnics have slowed considerably over the past ten years.

High school completion rates are important because, among other things, they determine the pool of eligibles from which higher education applicants are drawn. Much of the variation in college participation rates among racial and ethnic groups can be explained in terms of differential high school graduation rates.

Table 3.15 shows California public high school graduates by county and ethnic group. These data are contained in the following more detailed table as well (Table 3.16), but are included here because of the condensed format.

Table 3.17 reports public day twelfth-grade graduates by school district, county, and ethnic group for the 1980-81 school year. These data exclude evening school graduates, which were included in tabulations for prior years. The data can also be displayed by individual high school from the CBEDS file.

Table 3.1

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
BY GRADE LEVEL AND RACIAL OR ETHNIC GROUP
FALL 1981

Grade	American Indian/ Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Black Non-Hispanic	White Non-Hispanic	Total
K N	1,595	13,343	5,226	102,409	27,195	148,469	300,239
P	0.5	5.1	1.7	34.1	9.1	49.5	
1 N	1,815	16,353	4,812	98,848	28,854	147,659	298,341
P	0.6	5.5	1.6	33.1	9.7	49.5	
2 N	1,857	16,481	4,904	90,778	27,750	143,382	287,632
P	0.7	5.7	1.7	31.6	9.7	50.7	
3 N	2,069	16,771	5,120	85,916	27,139	145,429	282,464
P	0.7	5.9	1.8	30.4	9.6	51.5	
4 N	2,411	17,122	5,225	82,728	27,911	154,926	290,323
P	0.8	5.9	1.8	28.5	9.6	53.4	
5 N	2,621	17,262	5,345	82,280	30,210	173,156	310,874
P	0.8	5.6	1.7	26.5	9.7	55.7	
6 N	2,684	17,459	5,232	79,430	31,863	187,656	324,324
P	0.8	5.4	1.6	24.5	9.8	57.9	
7 N	2,856	16,457	4,741	76,808	32,595	188,807	322,264
P	0.9	5.1	1.5	23.8	10.1	58.6	
8 N	2,791	15,794	4,734	71,454	30,311	182,143	307,429
P	0.9	5.1	1.5	23.2	9.9	59.3	
E*N	307	1,127	488	12,356	5,867	25,733	45,878
P	0.7	2.5	1.1	26.9	12.8	56.1	
9 N	3,001	17,363	4,862	74,949	33,173	192,793	326,143
P	0.9	5.3	1.5	23.0	10.2	59.1	
10 N	3,117	19,651	4,928	73,960	35,782	196,849	334,287
P	0.9	5.9	1.5	22.1	10.7	58.9	
11 N	2,924	18,124	4,615	59,833	31,547	194,475	311,518
P	0.9	5.8	1.5	19.2	10.1	62.4	
12 N	2,410	15,569	3,999	47,575	25,702	185,563	280,818
P	0.9	5.4	1.4	16.9	9.2	66.1	
S*N	189	1,019	194	5,862	3,052	13,286	23,602
P	0.8	4.3	0.8	24.8	12.9	56.3	
State N	32,647	221,899	64,425	1,045,186	399,171	2,282,828	4,046,156
P	0.8	5.5	1.6	25.8	9.9	56.4	

*E = Other elementary
*S = Other secondary
N = Number in each ethnic group
P = Percent of grade level by ethnic group

Source: 1981-82 CBEDS Database, State Department of Education.
Racial and Ethnic Distribution of Students and Staff in California Public Schools: Fall 1981, California State Department of Education: Sacramento, Ca.

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Table 3.2

A Comparison of the Public School Population with the Total Population in California by Racial or Ethnic Category, 1979 and 1981 (in Percent)

Racial or ethnic category	Public school enrollment		California population (1980 census)*
	1979	1981	
State totals	4,068,020	4,046,156	23,667,902
American Indian or Alaskan Native	0.9	0.8	0.8
Asian or Pacific Islander	4.3	5.5	3.5
Filipino	1.4	1.6	1.5
Hispanic	23.4	25.8	19.2
Black (not Hispanic)	10.0	9.9	7.6
White (not Hispanic)	60.0	56.4	67.4

*Percents calculated from Summary Tape File 1, California State Census Data Center, State Department of Finance.

Source: *Racial or Ethnic Distribution of Staff and Students in California Public Schools, 1981-82*, State Department of Education: Sacramento, Ca.

Table 3.3

PROJECTED ENROLLMENTS IN CALIFORNIA SCHOOLS (PUBLIC PLUS PRIVATE)

FOR GRADES K-8 and 9-12, 1982-1991

Year	Grades K-8	Grades 9-12	Total
1982	3,176,645	1,360,470	4,537,115
1983	3,215,884	1,375,037	4,590,921
1984	3,266,072	1,404,744	4,670,816
1985	3,352,416	1,426,137	4,778,553
1986	3,482,700	1,422,437	4,907,137
1987	3,632,131	1,398,570	5,030,701
1988	3,783,923	1,377,251	5,161,174
1989	3,939,710	1,376,692	5,316,402
1990	4,086,183	1,408,967	5,495,150
1991	4,220,733	1,461,674	5,682,407

Source: State Department of Finance (Fall 1982 Projections, Intermediate)
Demigraphic Changes and Their Implications for Enrollment, Undergraduate Enrollment Studies, University of California Systemwide Administration: Berkeley, Ca., 1980.

Table 3.4

Enrollment in California Public Schools by County and by Racial or Ethnic Group, 1981–82

County	Enrollment, by racial or ethnic group, and percent of total						
	American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic		Total
					Black	White	
State totals	32,647 0.8%	221,899 5.5%	64,425 1.6%	1,045,186 25.8%	399,171 9.9%	2,282,808 56.4%	4,046,136 100.0%
1. Alameda	1,241 0.7%	11,690 6.8%	4,737 2.7%	21,487 12.4%	42,383 24.5%	91,264 52.8%	172,802 100.0%
2. Alpine	41 30.4	1 0.7	-	-	-	93 68.9	135 100.0
3. Amador	111 3.4	19 0.6	2 0.1	115 3.5	13 0.4	3,034 92.1	3,294 100.0
4. Butte	669 2.9	268 1.2	26 0.1	1,528 6.7	362 1.6	19,915 87.5	22,768 100.0
5. Calaveras	80 1.8	30 0.7	-	155 3.5	21 0.5	4,180 93.6	4,466 100.0
6. Colusa	20 0.8	82 3.1	2 0.1	626 23.6	61 2.3	1,863 70.2	2,654 100.0
7. Contra Costa	640 0.6	5,684 4.9	1,855 1.6	9,259 8.0	14,857 12.8	83,469 72.1	115,764 100.0
8. Del Norte	516 15.2	17 0.5	10 0.3	146 4.3	18 0.5	2,684 79.2	3,391 100.0
9. El Dorado	214 1.3	86 0.5	104 0.6	582 3.4	87 0.5	15,842 93.7	16,915 100.0
10. Fresno	709 0.7	2,720 2.6	485 0.5	40,190 38.5	6,823 6.5	53,447 51.2	104,374 100.0
11. Glenn	52 1.1	37 0.8	1 0.0	696 14.9	10 0.2	3,876 83.0	4,672 100.0
12. Humboldt	1,649 9.0	210 1.1	33 0.2	456 2.5	128 0.7	15,798 86.5	18,274 100.0
13. Imperial	333 1.4	243 1.0	112 0.5	16,617 70.9	583 2.5	5,553 23.7	23,441 100.0
14. Inyo	454 13.2	25 0.7	2 0.1	213 6.2	16 0.5	2,732 79.4	3,442 100.0
15. Kern	754 0.9	1,035 1.2	879 1.1	23,259 28.0	5,435 6.5	51,725 62.3	83,087 100.0
16. Kings	147 0.9	148 0.9	457 2.9	5,432 34.9	911 5.8	8,490 54.5	15,585 100.0
17. Lake	147 2.3	18 0.3	27 0.4	358 5.7	73 1.2	5,638 90.0	6,261 100.0
18. Lassen	207 4.5	20 0.4	3 0.0	156 3.4	76 1.7	4,095 89.9	4,557 100.0
19. Los Angeles	4,218 0.3	78,212 6.4	14,704 1.2	480,601 39.3	199,292 16.3	447,199 36.5	1,224,226 100.0
20. Madera	233 1.6	96 0.7	36 0.3	5,006 35.0	698 4.9	8,221 57.6	14,290 100.0
21. Marin	91 0.3	1,008 3.5	83 0.3	843 2.9	976 3.4	26,118 89.7	29,119 100.0
22. Mariposa	67 3.5	21 1.1	3 0.2	61 3.2	11 0.6	1,737 91.4	1,900 100.0
23. Mendocino	673 5.0	63 0.5	18 0.1	718 5.4	78 0.6	11,813 88.4	13,363 100.0
24. Merced	94 0.3	931 3.2	98 0.3	9,343 32.1	1,751 6.0	16,922 58.1	29,139 100.0
25. Modoc	94 4.4	4 0.2	-	112 5.3	5 0.2	1,900 89.8	2,115 100.0
26. Mono	87 6.2	14 1.0	-	43 3.1	2 0.1	1,254 89.6	1,400 100.0
27. Monterey	274 0.5	2,799 5.6	1,762 3.5	17,764 35.4	3,360 6.7	24,223 48.3	50,182 100.0
28. Napa	118 0.8	252 1.7	116 0.8	1,614 11.1	130 0.9	12,338 84.7	14,568 100.0

NOTE: Totals may not add up to 100 percent because of rounding.

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Table 3.4 (Continued)

County	Enrollment, by racial or ethnic group, and percent of total						
	American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic		Total
					Black	White	
29. Nevada	75 0.8%	68 0.8%	4 0.1%	162 1.8%	24 0.3%	8,522 96.2%	8,855 100.0%
30. Orange	2,128 0.6	26,729 7.8	1,459 0.4	63,325 18.3	5,482 1.6	244,638 71.1	343,761 100.0
31. Placer	232 1.0	214 0.9	30 0.1	1,579 6.5	187 0.8	22,167 90.8	24,409 100.0
32. Plumas	125 3.6	23 0.7	-	111 3.2	42 1.2	3,136 91.2	3,437 100.0
33. Riverside	986 0.8	1,850 1.5	462 0.4	33,997 27.5	8,387 6.8	78,160 63.1	123,842 100.0
34. Sacramento	1,847 1.3	8,804 6.3	1,465 1.1	14,954 10.7	16,302 11.7	96,001 68.9	139,373 100.0
35. San Benito	2 0.0	41 0.8	49 1.0	3,090 60.1	25 0.5	1,934 37.6	5,141 100.0
36. San Bernardino	1,768 1.0	3,515 2.0	517 0.3	39,324 22.3	12,940 7.3	118,614 67.0	176,678 100.0
37. San Diego	1,876 0.6	15,290 5.0	12,024 3.9	62,881 20.4	23,591 7.7	192,324 62.5	307,986 100.0
38. San Francisco	371 0.6	17,343 29.8	4,978 8.6	10,033 17.3	14,062 24.2	11,328 19.5	58,115 100.0
39. San Joaquin	425 0.6	4,151 6.2	1,836 2.7	16,048 23.9	4,912 7.3	39,746 59.2	67,118 100.0
40. San Luis Obispo	83 0.4	230 1.0	274 1.2	2,632 11.8	330 1.5	18,796 84.1	[illegible],345 [illegible].0
41. San Mateo	364 0.5	6,969 8.7	4,052 5.1	12,395 15.5	7,082 8.8	49,175 61.5	80,017 100.0
42. Santa Barbara	312 0.7	1,310 2.8	499 1.1	12,223 26.7	1,714 3.7	29,669 64.9	45,727 100.0
43. Santa Clara	1,467 0.6	19,539 8.5	5,669 2.5	52,078 22.6	11,212 4.9	140,512 61.0	230,477 100.0
44. Santa Cruz	89 0.3	455 1.6	203 0.7	7,234 24.8	319 1.1	20,859 71.5	29,159 100.0
45. Shasta	1,061 4.6	92 0.4	14 0.1	549 2.4	299 1.3	21,149 91.3	23,164 100.0
46. Sierra	9 1.3	-	-	54 7.7	4 0.6	637 90.5	704 100.0
47. Siskiyou	546 6.8	42 0.5	8 0.1	322 4.0	128 1.6	6,987 87.0	8,033 100.0
48. Solano	372 0.8	2,136 4.7	2,533 5.6	4,540 10.0	7,477 16.5	28,321 62.4	45,379 100.0
49. Sonoma	771 1.5	1,055 2.1	181 0.4	3,957 7.9	897 1.8	43,209 86.3	50,070 100.0
50. Stanislaus	722 1.4	1,168 2.2	179 0.3	10,437 19.8	877 1.7	39,363 74.6	52,746 100.0
51. Sutter	16 0.2	1,193 11.3	22 0.2	1,473 14.0	124 1.2	7,725 73.2	10,553 100.0
52. Tehama	85 1.1	37 0.5	6 0.1	476 6.3	19 0.3	6,932 91.8	7,555 100.0
53. Trinity	74 3.2	8 0.3	1 0.0	28 1.2	1 0.0	2,200 95.2	2,312 100.0
54. Tulare	866 1.6	512 1.0	582 1.1	20,849 38.8	948 1.8	29,969 55.8	53,726 100.0
55. Tuolumne	287 4.9	59 1.0	8 0.1	256 4.3	24 0.4	5,271 89.3	5,905 100.0
56. Ventura	968 0.9	2,461 2.3	1,644 1.6	27,041 25.7	2,696 2.6	70,484 66.9	105,294 100.0
57. Yolo	153 0.8	611 3.4	82 0.5	4,411 24.5	375 2.1	12,385 68.7	18,017 100.0
58. Yuba	634 6.3	317 3.1	89 0.9	951 9.2	531 5.2	7,632 75.3	10,154 100.0

NOTE: Totals may not add up to 100 percent because of rounding.

Source: *Racial and Ethnic Distribution of Students and Staff in California Public Schools: Fall 1981*, State Department of Education: Sacramento, Ca.

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Table 3.5

A Comparison of Racial or Ethnic Distribution
in Enrollments in California Public Schools
by County, 1977, 1979, and 1981
(in Percent)

County	Year	Percent of enrollment, by racial or ethnic group					
		American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic	
						Black	White
State totals	'77	0.9	3.5	1.2	20.8	10.0	63.3
	'79	0.9	4.3	1.4	23.4	10.0	60.0
	'81	0.8	5.5	1.6	25.8	9.9	56.4
1. Alameda	'77	0.9	4.5	2.1	11.0	23.7	57.7
	'79	0.9	5.2	2.4	11.9	24.1	55.6
	'81	0.7	6.8	2.7	12.4	24.5	52.8
2. Alpine	'77	26.5	-	-	-	-	73.5
	'79	20.2	-	-	-	-	79.8
	'81	30.4	0.7	-	-	-	68.9
3. Amador	'77	2.6	0.7	0.2	2.8	0.2	93.5
	'79	3.4	0.8	0.1	3.5	0.3	91.8
	'81	3.4	0.6	0.1	3.5	0.4	92.1
4. Butte	'77	2.2	0.6	0.1	4.9	1.7	90.5
	'79	2.0	0.9	0.1	5.8	1.7	89.5
	'81	2.9	1.2	0.1	6.7	1.6	87.5
5. Calaveras	'77	2.6	0.7	0.1	2.8	0.5	93.3
	'79	2.8	0.6	0.1	4.3	0.5	91.6
	'81	1.8	0.7	-	3.3	0.5	93.6
6. Colusa	'77	0.7	4.6	0.1	21.0	1.4	72.2
	'79	0.6	4.4	0.2	23.8	1.4	69.7
	'81	0.8	3.1	0.1	23.6	2.3	70.2
7. Contra Costa	'77	0.5	3.2	0.7	7.0	11.4	77.2
	'79	0.5	3.9	1.1	7.3	12.1	75.1
	'81	0.6	4.9	1.6	8.0	12.8	72.1
8. Del Norte	'77	15.8	0.2	0.1	2.5	0.3	81.1
	'79	17.2	0.7	0.1	4.1	0.5	77.5
	'81	15.2	0.5	0.3	4.3	0.5	79.2
9. El Dorado	'77	1.5	0.6	0.5	2.7	0.3	94.4
	'79	2.4	0.6	0.4	2.9	0.4	93.6
	'81	1.3	0.5	0.6	3.4	0.5	93.7
10. Fresno	'77	0.8	1.9	0.4	34.5	6.4	56.0
	'79	0.8	2.0	0.4	36.8	6.5	53.6
	'81	0.7	2.6	0.5	38.5	6.5	51.2
11. Glenn	'77	1.7	0.8	-	11.3	0.3	85.9
	'79	1.6	1.1	0.1	14.2	0.6	82.5
	'81	1.1	0.8	-	14.9	0.2	83.0
12. Humboldt	'77	9.2	0.8	0.2	2.3	0.5	86.8
	'79	9.5	1.0	0.1	2.0	0.6	86.7
	'81	9.0	1.1	0.2	2.5	0.7	86.5
13. Imperial	'77	1.5	1.3	0.7	64.6	2.6	29.4
	'79	1.6	1.3	0.6	67.3	2.7	26.5
	'81	1.4	1.0	0.5	70.9	2.5	23.7
14. Inyo	'77	11.2	0.4	-	4.6	0.2	83.7
	'79	12.0	0.7	0.1	5.3	0.2	81.7
	'81	13.2	0.7	0.1	6.2	0.5	79.4
15. Kern	'77	1.1	1.0	0.8	24.0	6.6	66.5
	'79	1.3	1.1	1.0	26.1	6.6	63.9
	'81	0.9	1.2	1.1	28.0	6.5	62.3
16. Kings	'77	0.8	0.9	1.7	30.0	6.1	60.5
	'79	0.9	1.0	2.5	31.0	6.0	58.5
	'81	0.9	0.9	2.9	34.9	5.8	54.5
17. Lake	'77	3.0	0.3	0.4	3.9	0.7	91.7
	'79	2.6	0.3	0.3	4.5	1.1	91.2
	'81	2.3	0.3	0.4	5.7	1.2	90.0

NOTE: Totals may not add up to 100 percent because of rounding.

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Table 3.5 (Continued)

County	Year	Percent of enrollment, by racial or ethnic group					
		American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic: Black	Not Hispanic: White
18. Lassen	'77	4.3	0.4	-	5.0	1.4	88.8
	'79	4.7	0.7	-	3.8	1.7	89.1
	'81	4.5	0.4	-	3.4	1.7	89.9
19. Los Angeles	'77	0.5	4.1	0.9	29.8	17.2	47.4
	'79	0.4	5.1	1.1	35.0	16.9	41.5
	'81	0.3	6.4	1.2	39.3	16.3	36.3
20. Madera	'77	2.2	0.7	0.2	33.4	4.3	59.2
	'79	2.3	0.7	0.2	33.0	4.3	59.5
	'81	1.6	0.7	0.3	35.0	4.9	57.6
21. Marin	'77	0.2	2.5	0.2	2.4	2.6	92.0
	'79	0.2	3.1	0.3	2.7	2.9	90.8
	'81	0.3	3.5	0.3	2.9	3.4	89.7
22. Mariposa	'77	4.5	0.6	0.1	3.9	0.2	90.6
	'79	3.7	0.6	0.3	4.9	0.3	90.2
	'81	3.5	1.1	0.2	3.2	0.6	91.4
23. Mendocino	'77	5.9	0.6	0.1	4.8	0.8	87.8
	'79	5.4	0.6	0.2	4.9	0.7	88.2
	'81	5.0	0.3	0.1	5.4	0.6	88.4
24. Merced	'77	0.3	1.5	0.3	27.6	6.4	63.8
	'79	0.4	2.0	0.3	29.3	6.1	61.9
	'81	0.3	3.2	0.3	32.1	6.0	58.1
25. Modoc	'77	4.3	0.3	-	5.3	0.3	89.8
	'79	4.2	0.5	0.1	5.6	0.1	89.5
	'81	4.4	0.2	-	5.3	0.2	89.8
26. Mono	'77	5.6	0.1	-	2.7	0.5	91.2
	'79	6.9	0.5	0.1	3.3	0.4	88.8
	'81	6.2	1.0	-	3.1	0.1	89.6
27. Monterey	'77	0.8	3.9	4.3	27.6	6.5	56.8
	'79	0.6	5.2	3.5	32.3	6.5	52.0
	'81	0.5	5.6	3.5	35.4	6.7	48.3
28. Napa	'77	0.8	1.6	1.0	7.9	0.7	87.9
	'79	0.5	1.5	0.7	7.7	0.7	88.9
	'81	0.8	1.7	0.8	11.1	0.9	84.7
29. Nevada	'77	0.8	0.6	-	1.6	0.1	96.9
	'79	1.1	0.7	0.1	1.9	0.2	96.0
	'81	0.8	0.8	0.1	1.8	0.3	96.2
30. Orange	'77	0.4	3.2	0.3	13.6	1.4	81.1
	'79	0.5	5.0	0.4	16.1	1.8	76.2
	'81	0.6	7.8	0.4	18.5	1.6	71.1
31. Placer	'77	1.3	0.9	0.1	6.7	0.4	90.6
	'79	1.2	0.9	0.1	6.7	0.6	90.5
	'81	1.0	0.9	0.1	6.5	0.8	90.8
32. Plumas	'77	6.8	0.4	0.1	2.8	1.2	88.6
	'79	5.3	0.6	-	3.8	0.9	89.4
	'81	3.6	0.7	-	3.2	1.2	91.2
33. Riverside	'77	1.1	0.9	0.2	24.2	7.0	66.6
	'79	0.9	1.1	0.4	25.6	6.6	65.4
	'81	0.8	1.5	0.4	27.5	6.8	63.1
34. Sacramento	'77	1.8	4.2	0.8	10.3	10.5	72.4
	'79	1.6	4.6	1.1	10.9	11.1	70.7
	'81	1.3	6.3	1.1	10.7	11.7	68.9
35. San Benito	'77	0.6	0.6	1.1	55.7	0.4	41.6
	'79	0.1	0.7	1.2	58.3	0.3	39.3
	'81	-	0.8	1.0	60.1	0.5	37.6
36. San Bernardino	'77	0.8	1.2	0.2	21.1	6.4	70.3
	'79	1.0	1.5	0.2	21.9	6.7	68.6
	'81	1.0	2.0	0.3	22.3	7.3	67.0
37. San Diego	'77	0.5	2.8	2.4	16.6	7.1	70.7
	'79	0.6	3.5	3.4	18.3	7.3	66.8
	'81	0.6	5.0	3.9	20.4	7.7	62.5

NOTE: Totals may not add up to 100 percent because of rounding.

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Table 3.5 (Continued)

County	Year	Percent of enrollment, by racial or ethnic group					
		American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic	
						Black	White
38. San Francisco	'77	0.6	24.0	10.3	14.3	28.8	22.1
	'79	0.6	27.4	9.1	16.0	27.1	19.8
	'81	0.6	29.8	8.6	17.3	24.2	19.3
39. San Joaquin	'77	0.6	3.0	3.1	21.4	7.2	64.8
	'79	0.7	3.4	2.6	23.2	7.4	62.6
	'81	0.6	6.2	2.7	23.9	7.3	59.2
40. San Luis Obispo	'77	1.1	1.4	0.3	11.3	1.3	84.6
	'79	0.9	1.4	0.8	11.2	1.3	84.4
	'81	0.4	1.0	1.2	11.8	1.5	84.1
41. San Mateo	'77	0.5	6.2	3.6	12.0	9.2	68.5
	'79	0.4	7.7	4.2	13.6	9.0	65.1
	'81	0.5	8.7	5.1	15.5	8.8	61.5
42. Santa Barbara	'77	0.7	2.0	1.0	22.4	3.7	70.2
	'79	0.7	2.3	1.1	25.2	3.7	67.1
	'81	0.7	2.8	1.1	26.7	3.7	64.9
43. Santa Clara	'77	0.7	4.1	1.4	19.7	4.2	69.9
	'79	0.8	5.7	1.8	20.7	4.5	66.4
	'81	0.6	8.5	2.5	22.6	4.9	61.0
44. Santa Cruz	'77	0.7	2.1	0.6	20.7	0.9	75.0
	'79	0.4	1.8	1.1	23.4	1.1	72.3
	'81	0.3	1.6	0.7	24.8	1.1	71.5
45. Shasta	'77	4.9	0.4	-	1.5	0.8	92.3
	'79	7.8	0.4	-	2.0	0.8	88.8
	'81	4.6	0.4	0.1	2.4	1.3	91.3
46. Sierra	'77	2.3	-	0.1	4.9	-	92.7
	'79	0.9	-	-	7.8	0.2	91.1
	'81	1.3	-	-	7.7	0.6	90.5
47. Siskiyou	'77	6.4	0.5	0.1	4.1	1.8	87.1
	'79	5.4	0.5	0.3	4.8	1.8	87.2
	'81	6.8	0.5	0.1	4.0	1.6	87.0
48. Solano	'77	1.8	3.9	3.9	8.2	15.2	67.0
	'79	1.3	4.5	5.0	9.7	16.0	63.6
	'81	0.8	4.7	5.6	10.0	16.5	62.4
49. Sonoma	'77	2.0	1.3	0.3	6.8	1.6	88.0
	'79	2.2	1.4	0.3	7.3	1.7	87.1
	'81	1.5	2.1	0.4	7.9	1.8	86.3
50. Stanislaus	'77	1.4	1.1	0.2	16.2	1.4	79.7
	'79	1.8	1.6	0.3	18.3	1.5	76.5
	'81	1.4	2.2	0.3	19.8	1.7	74.6
51. Sutter	'77	0.6	7.2	0.2	11.7	0.9	79.4
	'79	0.1	9.5	0.3	12.5	0.9	76.7
	'81	0.2	11.3	0.2	14.0	1.2	73.2
52. Tehama	'77	1.8	0.6	0.1	5.1	0.1	92.3
	'79	1.3	0.5	0.2	4.9	0.1	92.9
	'81	1.1	0.5	0.1	6.3	0.3	91.8
53. Trinity	'77	6.6	0.3	0.2	1.4	0.1	91.4
	'79	4.3	0.2	0.1	2.2	0.1	93.1
	'81	3.2	0.3	-	1.2	-	95.2
54. Tulare	'77	2.0	0.8	0.8	34.2	1.8	60.3
	'79	1.5	1.1	1.0	35.9	1.8	58.8
	'81	1.6	1.0	1.1	38.8	1.8	55.8
55. Tuolumne	'77	6.3	0.5	0.3	3.8	0.3	88.7
	'79	6.9	0.8	0.3	4.6	0.3	87.1
	'81	4.9	1.0	0.1	4.3	0.4	89.3
56. Ventura	'77	1.0	2.1	0.6	21.5	2.3	72.6
	'79	1.2	2.1	1.3	23.7	2.3	69.2
	'81	0.9	2.3	1.6	25.7	2.6	66.9
57. Yolo	'77	1.7	2.9	0.4	21.3	1.6	72.2
	'79	1.4	2.9	0.4	23.1	1.7	70.5
	'81	0.8	3.4	0.5	24.3	2.1	68.7
58. Yuba	'77	6.9	2.6	0.5	9.8	4.5	75.7
	'79	6.7	3.0	0.8	9.0	5.1	75.5
	'81	6.3	3.1	0.9	9.2	5.2	75.3

NOTE: Totals may not add up to 100 percent because of rounding.

Source: *Racial and Ethnic Distribution of Students and Staff in California Public Schools: Fall 1981*, State Department of Education: Sacramento, Ca.

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Table 3.6

Percent distribution of year of schooling respondents expect to complete, by population subgroup: Spring 1980

Subgroup	Sample size	Total	Less than high school completion	At least high school, but less than 4 years college	4-year college degree	Master's degree	Ph.D., M.D., or other advanced degree	Total college[1]
Sophomores								
Mexican-American	2,031	100.0	2.5	69.5	14.0	6.6	7.3	27.9
Cuban	292	100.0	1.7	48.3	22.6	6.6	20.9	50.1
Puerto Rican	354	100.0	2.1	62.0	17.4	8.0	10.5	35.9
Other Latin American	691	100.0	1.6	61.5	21.5	6.1	9.2	36.8
Non-Hispanic black	939	100.0	1.7	56.5	23.1	6.9	11.7	41.7
Non-Hispanic white	971	100.0	1.0	55.6	25.0	8.7	9.7	43.4
Seniors								
Mexican-American	1,857	100.0	1.1	65.3	19.0	8.6	6.0	33.6
Cuban	327	100.0	0.7	44.4	22.1	17.2	15.6	54.9
Puerto Rican	302	100.0	1.0	64.4	15.8	11.2	7.5	34.5
Other Latin American	631	100.0	1.0	62.2	20.0	7.2	9.5	36.7
Non-Hispanic black	963	100.0	0.9	53.6	24.3	11.2	9.9	45.4
Non-Hispanic white	977	100.0	0.2	56.2	23.9	10.7	9.0	43.6

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[1] This column is not included in the percent distribution; it is the sum of the preceding three columns.

Source: *The Condition of Education*, National Center for Education Statistics: Washington, D.C., 1981 edition.

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Table 3.7

Mean scores on mathematics, reading, and vocabulary tests, by population subgroup: Spring 1980

Subgroup	Mathematics			Reading			Vocabulary		
	Sample size[1]	Mean score	Standard deviation	Sample size	Mean score	Standard deviation	Sample size	Mean score	Standard deviation
Sophomores									
Mexican-American	1,864	7.5	3.5	1,865	2.7	1.7	1,862	2.9	1.6
Cuban	259	8.7	4.3	248	3.5	2.1	254	3.4	2.1
Puerto Rican	313	7.1	3.2	311	2.7	1.8	316	3.0	1.6
Other Latin American	659	8.0	3.4	660	3.0	1.8	659	3.2	1.8
Non-Hispanic black	868	6.7	3.2	873	2.5	1.7	872	2.7	1.6
Non-Hispanic white	930	10.3	3.8	931	3.9	2.0	933	4.1	1.9
Seniors									
Mexican-American	1,621	8.4	4.0	1,632	3.3	1.9	1,628	3.5	1.8
Cuban	286	10.1	4.3	292	3.9	2.1	292	4.2	1.9
Puerto Rican	257	8.0	4.6	262	3.3	2.0	265	3.5	1.9
Other Latin American	557	8.3	3.9	565	3.3	1.9	567	3.6	1.9
Non-Hispanic black	854	7.7	3.8	854	3.2	2.0	856	3.2	1.8
Non-Hispanic white	893	11.6	4.0	901	4.9	2.0	898	4.8	1.9

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[1] For comparison purposes and to reduce computation costs, simple random subsamples of 1,000 non-Hispanic whites and 1,000 non-Hispanic blacks were selected for the analysis. The sample sizes reported in the table reflect the actual number of students who provided data for the analysis.

Source: *The Condition of Education*, National Center for Education Statistics: Washington, D.C., 1981 edition.

Table 3.8

Standardized scores on assessment areas and socioeconomic status of secondary school sophomores and seniors, by racial/ethnic group: Spring 1980

Level and subject	Total	White	Black	Hispanic ethnicity: All Hispanic	Hispanic ethnicity: Mexican	Hispanic ethnicity: Puerto Rican	Hispanic ethnicity: Cuban	Hispanic ethnicity: Other Hispanic	Asian American	American Indian
	Standardized scores[1]									
Sophomores										
Vocabulary	50.0	52.0	42.4	44.9	44.2	44.0	48.1	46.1	51.6	45.0
Reading	50.0	51.7	44.2	45.1	44.6	44.5	48.6	45.8	51.6	46.2
Math part 1	50.0	51.8	43.1	44.9	44.5	43.9	48.0	45.7	55.7	44.6
Math part 2	50.0	51.3	44.9	46.2	45.7	45.5	49.3	46.9	55.5	46.2
Science	50.0	52.1	41.6	44.5	44.0	42.9	46.3	45.7	51.5	46.1
Writing	50.0	51.8	43.3	44.9	44.8	43.3	46.8	45.5	53.7	46.0
Civics	50.0	51.3	45.7	45.9	45.7	46.0	45.6	46.5	51.0	45.5
Socioeconomic status (SES) composite[2]	50.0	51.3	46.1	46.0	45.0	44.2	47.3	48.8	51.7	47.2
Seniors										
Vocabulary part 1	50.0	51.4	43.6	44.8	44.5	44.3	48.5	44.8	50.2	45.8
Vocabulary part 2	50.0	51.3	43.9	45.2	44.8	45.4	48.3	45.2	50.5	46.6
Reading	50.0	51.5	43.4	43.7	43.6	43.7	46.4	43.4	50.3	46.6
Math part 1	50.0	51.5	42.8	44.1	43.8	43.4	48.2	44.1	54.2	45.2
Math part 2	50.0	50.9	45.4	46.1	46.2	46.0	48.4	45.5	55.4	46.0
Mosaic Comparison part 1	50.0	50.9	44.4	48.0	47.9	50.0	49.7	47.5	52.4	49.3
Mosaic Comparison part 2	50.0	51.0	43.9	47.5	47.9	48.9	48.8	46.0	54.6	48.2
Three Dimensional Visualization	50.0	51.0	43.9	46.9	47.2	46.9	49.2	45.8	55.2	50.0
Socioeconomic status (SES) composite[2]	50.0	51.2	45.1	45.7	44.9	41.9	47.6	48.1	51.9	47.8

[1] Scores are standardized to a mean of 50 points and a standard deviation of 10 points.

[2] Socioeconomic status (SES) composite computed from father's occupation, father's education, mother's education, family income, and a household item index.

NOTE: Racial/ethnic categories are mutually exclusive.

Source: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Study, unpublished tabulations.

The Condition of Education, National Center for Education Statistics: Washington, D.C., 1981 edition.

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Table 3.9

TABLE 3.9 TRENDS IN HIGH SCHOOL DROPOUTS RATES, 1970-1977

Percentage of High School Dropouts Among

	Whites			Blacks		
Age	1970	1977	Percentage of Change	1970	1977	Percentage of Change
16 and 17	7.3	8.8	+20	12.8	7.6	-41
18 and 19	14.1	15.9	+13	31.2	21.9	-30
20 and 21	14.6	14.5	- 1	29.5	24.5	-17

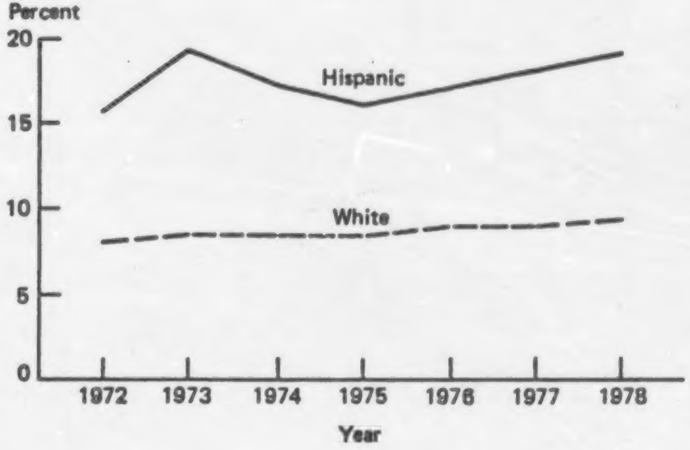
Note: Dropouts are those persons not enrolled in school who are not high school graduates.

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 79.

Table 3.10

High school noncompletion, by year

High school noncompletion rates have remained relatively stable during the 1970's for both Hispanics and whites. Rates for Hispanics were generally about twice those for whites.

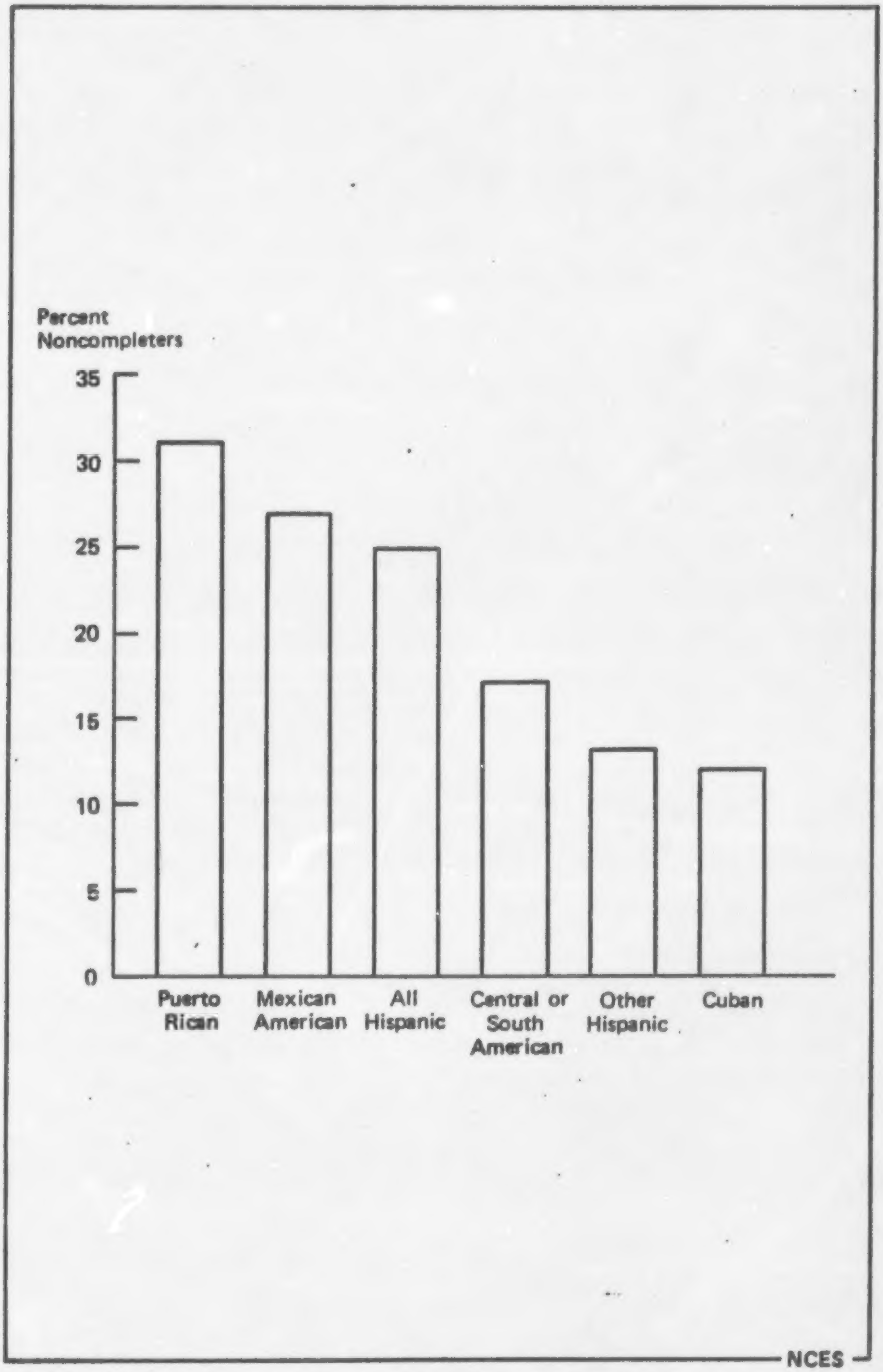


Source: *The Condition of Education*, National Center for Education Statistics: Washington, D.C., 1980 edition.

Table 3.11

High school noncompletion, by Hispanic subgroup

Puerto Ricans and Mexican Americans had much higher noncompletion rates than the other Hispanic subgroups.



Source: *The Condition of Education*, National Center for Education Statistics: Washington, D.C., 1980 edition.

Table 3.12

Percentage of High School Dropouts, by Age and Racial or Ethnic Group (Weighted Five-Year Averages, 1974-1978)

	Age												Ages 20-25 Combined	
Group	14	15	16	17	18	19	20	21	22	23	24	25	(N)	Mean Percentage
Whites	1	2	6	10	13	16	18	17	18	18	18	18	(58,873)	17.7
Blacks	1	2	6	12	20	27	27	30	31	32	29	28	(6,560)	29.4
Chicanos	2	6	16	23	31	41	43	45	50	51	56	53	(2,508)	49.7
Puerto Ricans	2	4	12	19	36	42	52	49	54	62	41	56	(548)	52.5

Notes: A dropout was defined as any person who, at the time of the survey, was not a high school graduate and was not enrolled in school. Data on American Indians are not provided by the Current Population surveys.

Source: Current Population Survey Public Use Tapes for October Surveys, 1974-1978, obtained from the Bureau of the Census, U.S. Department of Commerce.

A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 27.

Table 3.13

Percentage of Different Age Cohorts Who Have Completed High School

	Year of Survey						
Group	1973	1974	1975	1976	1977	1978	1979
Ages 20-21[a]							
Whites	85	85	84	86	85	85	86
Blacks	72	72	71	73	75	73	75
Hispanics	NA	56[b]	59	59	61	61	62
Ages 25-29							
Whites	82	83	85	86	87	86	87
Blacks	64	68	71	74	75	77	75
Hispanics	NA	52[c]	52	58	58	57	57

[a] From 1976 on data include ages 20-24.

[b] Separate figure for Chicanos is 53 percent.

[c] Separate figure for Chicanos is 47 percent.

Source: Current Population Survey Public Use Tapes for October Surveys, 1974-1978, obtained from the Bureau of the Census, U.S. Department of Commerce.

A. Astin, *Minorities in American Higher Education*, Josey-Bass: San Francisco, Ca., p. 30.

Table 3.14

CALIFORNIA HIGH SCHOOL STUDENT ATTRITION RATE BY ETHNICITY, 1979 - 1981

	Comparison of Ninth Graders (1979) & Eleventh Graders (1981)			Comparison of Tenth Graders (1979) & Twelfth Graders (1981)			Comparison of Eleventh Graders (1979) & High School Graduates (1981)			Attrition of Combined Classes (9th, 10th and 11th graders) by Ethnicity		
	Number in 9th Grade (1979)	Number in 11th Grade (1981)	% Change	Number in 10th Grade (1979)	Number in 12th Grade (1981)	% Change	Number in 11th Grade (1979)	Number of Graduates (1981)	% Change	Combined Enrollment (1979)	Attrition 1981	% Attrition
American Indian	3,232 (.96%)	2,924 (.94%)	- 308 (- 9.5%)	3,089 (0.9%)	2,410 (.86%)	- 679 (-22%)	2,818 (.9%)	2,338 (.96%)	- 480 (- 17%)	9,139	- 1,467	(16.05)
Asian	13,667 (4.08%)	18,124 (5.82%)	+ 4,457 (+32.6%)	14,646 (4.26%)	15,569 (5.54%)	+ 923 (+ 6.3%)	13,678 (4.3%)	12,146 (5%)	- 1,532 (- 11%)	41,991	+ 3,848	(9.16)
Filipino	4,335 (1.29%)	4,615 (1.48%)	+ 280 (+ 6.5%)	4,343 (1.26%)	3,999 (1.42%)	- 344 (- 7.9%)	4,005 (1.3%)	3,014 (1.2%)	- 991 (- 25%)	12,683	- 1,055	(8.32)
Hispanic	69,748 (20.81%)	59,833 (19.21%)	- 9,915 (-14.2%)	66,812 (19.44%)	47,575 (16.94%)	-19,237 (-28.8%)	55,875 (17.5%)	38,714 (15.9%)	-17,161 (- 31%)	192,435	- 46,313	(24.07)
Black	34,936 (10.42%)	31,547 (10.13%)	- 3,389 (- 9.7%)	35,568 (10.35%)	25,702 (9.15%)	- 9,863 (-27.7%)	31,793 (10%)	20,628 (8.5%)	-11,165 (- 35%)	102,297	- 24,417	(23.87)
White	209,291 (62.44%)	194,475 (62.43%)	-14,816 (- 7.1%)	219,189 (63.78%)	185,563 (66.08%)	-33,626 (-15.3%)	210,445 (66%)	165,923 (68.4%)	-44,522 (- 21%)	638,925	- 92,964	(14.55)
TOTAL	335,209 (100%)	311,518 (100%)	-23,691 (- 7.1%)	343,647 (100%)	280,818 (100%)	-62,826 (-18.3%)	318,614 (100%)	242,172 (100%)	-75,853 (- 24%)	997,470	-162,368	(16.28)

Data Source: CBEDS 1979, California State Department of Education
CBEDS 1981, California State Department of Education

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Table 3.15

Enrollment in California Public Schools by Grade Level and by Racial or Ethnic Group, 1981-82

Grade level	Enrollment, by racial or ethnic group, and percent of total						
	American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic		Total
					Black	White	
State totals	32,647 0.8%	221,899 5.5%	64,429 1.6%	1,045,186 25.8%	399,171 9.9%	2,282,828 56.4%	4,046,156 100.0%
Kindergarten	1,595 0.5%	15,343 5.1%	5,226 1.7%	102,489 34.1%	27,195 9.1%	148,449 49.5%	300,239 100.0%
1	1,813 0.6	16,353 5.5	4,812 1.6	98,848 33.1	28,854 9.7	147,639 49.5	298,341 100.0
2	1,857 0.7	16,481 5.7	4,904 1.7	90,778 31.6	27,750 9.7	145,882 50.7	287,652 100.0
3	2,069 0.7	16,771 5.9	5,120 1.8	85,916 30.4	27,159 9.6	145,429 51.5	282,464 100.0
4	2,411 0.8	17,122 5.9	5,225 1.8	82,728 28.5	27,911 9.6	154,926 53.4	290,323 100.0
5	2,621 0.8	17,262 5.6	5,349 1.7	82,288 26.5	30,216 9.7	173,138 55.7	310,874 100.0
6	2,684 0.8	17,459 5.4	5,232 1.6	79,438 24.5	31,863 9.8	187,656 57.9	324,324 100.0
7	2,836 0.9	16,457 5.1	4,741 1.5	76,808 23.8	32,595 10.1	188,807 58.6	322,264 100.0
8	2,791 0.9	15,794 5.1	4,734 1.5	71,454 23.2	30,511 9.9	182,145 59.3	307,429 100.0
Other elementary	307 0.7	1,127 2.5	488 1.1	12,356 26.9	5,867 12.8	25,733 56.1	45,878 100.0
9	3,001 0.9	17,365 5.3	4,862 1.5	74,949 23.0	33,173 10.2	192,793 59.1	326,143 100.0
10	3,117 0.9	19,651 5.9	4,928 1.5	73,960 22.1	35,782 10.7	196,849 58.9	334,287 100.0
11	2,924 0.9	18,124 5.8	4,615 1.5	59,833 19.2	31,347 10.1	194,675 62.4	311,518 100.0
12	2,410 0.9	15,369 5.4	3,999 1.4	47,575 16.9	25,782 9.2	185,363 66.1	280,818 100.0
Other secondary	189 0.8	1,019 4.3	196 0.8	5,862 24.8	3,052 12.9	13,286 56.3	23,602 100.0

NOTE: Totals may not add up to 100 percent because of rounding.

Source: *Racial and Ethnic Distribution of Students and Staff in California Public Schools: Fall 1981*, State Department of Education: Sacramento, Ca.

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Table 3.16

High School Graduates of California Public Schools
by County and by Racial or Ethnic Group, 1981

County	Enrollment, by racial or ethnic group, and percent of total						
	American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic		Total
					Black	White	
State totals	2,337 1.0%	12,140 5.0%	3,009 1.2%	38,698 16.0%	20,618 8.5%	165,370 68.3%	242,172 100.0%
1. Alameda	92 0.8%	736 6.8%	263 2.4%	1,208 11.1%	2,018 18.5%	6,585 60.4%	10,894 100.0%
2. Alpine	-	-	-	-	-	-	-
3. Amador	6 3.0	-	-	7 3.6	-	184 93.4	197 100.0
4. Butte	30 2.0	10 0.7	1 0.1	76 5.2	29 2.0	1,325 90.1	1,471 100.0
5. Calaveras	4 1.4	-	-	7 2.4	-	278 96.2	289 100.0
6. Colusa	-	8 3.9	-	35 17.2	8 3.9	153 75.0	204 100.0
7. Contra Costa	24 0.3	295 3.6	80 1.0	488 5.9	718 8.7	6,635 80.5	8,240 100.0
8. Del Norte	16 8.1	-	-	7 3.6	1 0.5	173 87.8	197 100.0
9. El Dorado	15 1.5	11 1.1	3 0.3	43 4.2	8 0.8	936 92.1	1,016 100.0
10. Fresno	30 0.5	187 3.1	26 0.4	1,641 27.3	350 5.8	3,777 62.8	6,011 100.0
11. Glenn	4 1.4	3 1.0	-	33 11.3	3 1.0	249 85.3	292 100.0
12. Humboldt	109 9.6	10 0.9	-	17 1.5	8 0.7	989 87.3	1,133 100.0
13. Imperial	18 1.4	35 2.6	7 0.5	833 62.9	22 1.7	410 30.9	1,325 100.0
14. Inyo	19 8.8	3 1.4	-	15 6.9	-	179 82.9	216 100.0
15. Kern	52 1.3	54 1.3	40 1.0	794 19.2	290 7.0	2,899 70.2	4,129 100.0
16. Kings	5 0.6	12 1.4	11 1.3	206 23.9	44 5.1	585 67.8	863 100.0
17. Lake	5 1.3	1 0.3	-	16 4.3	2 0.5	351 93.6	375 100.0
18. Lassen	11 3.7	-	-	2 0.7	7 2.3	281 93.4	301 100.0
19. Los Angeles	165 0.2	4,225 6.3	612 0.9	15,774 23.4	10,375 15.4	36,274 53.8	67,425 100.0
20. Madera	10 1.4	2 0.3	3 0.4	191 27.1	29 4.1	470 66.7	705 100.0
21. Marin	2 0.1	61 2.1	24 0.8	41 1.4	159 5.4	2,645 90.2	2,932 100.0
22. Mariposa	7 6.5	-	2 1.9	6 5.6	-	92 86.0	107 100.0
23. Mendocino	31 3.5	7 0.8	1 0.1	33 3.7	3 0.3	814 91.6	889 100.0
24. Merced	7 0.4	41 2.3	1 0.1	352 19.4	112 6.2	1,298 71.7	1,811 100.0
25. Modoc	2 1.6	4 3.2	-	5 4.0	-	115 91.3	126 100.0
26. Mono	-	1 1.1	-	3 3.2	-	90 95.7	94 100.0
27. Monterey	20 0.8	164 6.7	119 4.9	473 19.3	147 6.0	1,527 62.3	2,450 100.0
28. Napa	6 0.6	21 2.0	9 0.9	61 5.9	4 0.4	927 90.2	1,028 100.0

NOTE: Totals may not add up to 100 percent because of rounding.

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Table 3.16 (Continued)

County	Enrollment, by racial or ethnic group, and percent of total						
	American Indian or Alaskan Native	Asian or Pacific Islander	Filipino	Hispanic	Not Hispanic		Total
					Black	White	
29. Nevada	10 1.8%	2 0.4%	-	17 3.0%	1 0.2%	535 94.7%	565 100.0%
30. Orange	202 0.8	1,460 5.8	84 0.3%	2,631 10.5	400 1.6	20,400 81.0	25,177 100.0
31. Placer	11 0.6	25 1.3	4 0.2	124 6.3	20 1.0	1,790 90.7	1,974 100.0
32. Plumas	10 3.9	2 0.8	-	6 2.3	3 1.2	236 91.8	257 100.0
33. Riverside	41 0.6	83 1.3	16 0.2	1,285 19.9	412 6.4	4,635 71.6	6,472 100.0
34. Sacramento	124 1.4	594 6.7	97 1.1	803 9.0	956 10.7	6,338 71.1	8,912 100.0
35. San Benito	-	2 0.7	11 4.0	110 40.0	-	152 55.3	275 100.0
36. San Bernardino	122 1.3	123 1.3	42 0.5	1,555 16.9	599 6.5	6,774 73.5	9,215 100.0
37. San Diego	115 0.6	715 3.8	456 2.4	2,545 13.4	1,166 6.1	14,057 73.8	19,054 100.0
38. San Francisco	363 11.6	914 29.2	253 8.1	443 14.2	704 22.5	471 15.1	3,128 100.0
39. San Joaquin	13 0.4	119 3.9	80 2.6	522 16.9	169 5.5	2,176 70.7	3,079 100.0
40. San Luis Obispo	6 0.4	23 1.7	16 1.2	95 7.0	11 0.8	1,203 88.9	1,354 100.0
41. San Mateo	22 0.4	421 7.4	201 3.5	586 10.3	293 5.1	4,182 73.3	5,705 100.0
42. Santa Barbara	8 0.3	81 2.5	25 0.8	540 16.6	118 3.6	2,474 76.2	3,246 100.0
43. Santa Clara	66 0.5	1,077 7.5	249 1.7	1,913 13.3	669 4.6	10,451 72.4	14,425 100.0
44. Santa Cruz	-	49 2.8	25 1.4	215 12.3	15 0.9	1,437 82.5	1,741 100.0
45. Shasta	83 5.5	9 0.6	-	51 3.4	14 0.9	1,362 89.7	1,519 100.0
46. Sierra	2 4.3	-	-	6 13.0	-	38 82.6	46 100.0
47. Siskiyou	42 8.9	1 0.2	2 0.4	22 4.7	6 1.3	398 84.5	471 100.0
48. Solano	14 0.6	121 4.7	111 4.3	238 9.3	445 17.4	1,633 63.7	2,562 100.0
49. Sonoma	15 0.5	41 1.4	10 0.3	196 6.6	41 1.4	2,691 89.9	2,994 100.0
50. Stanislaus	36 1.4	63 2.4	12 0.5	321 12.4	28 1.1	2,134 82.3	2,594 100.0
51. Sutter	-	60 8.3	1 0.1	60 8.3	2 0.3	599 83.0	722 100.0
52. Tehama	4 0.8	1 0.2	-	26 4.9	1 0.2	502 94.0	534 100.0
53. Trinity	5 5.1	2 2.0	-	2 2.0	-	90 90.9	99 100.0
54. Tulare	190 6.4	31 1.0	24 0.8	757 25.4	52 1.7	1,929 64.7	2,983 100.0
55. Tuolumne	26 7.0	-	1 0.3	13 3.5	-	331 89.2	371 100.0
56. Ventura	92 1.5	174 2.8	84 1.3	1,007 16.0	132 2.1	4,804 76.3	6,293 100.0
57. Yolo	16 1.3	44 3.7	-	216 18.0	18 1.5	907 75.5	1,201 100.0
58. Yuba	29 6.0	12 2.5	3 0.6	26 5.4	14 2.9	400 82.6	484 100.0

NOTE: Totals may not add up to 100 percent because of rounding.

Source: *Racial and Ethnic Distribution of Students and Staff in California Public Schools: Fall 1981*, State Department of Education: Sacramento, Ca.

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Table 3.17

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
ALAMEDA							
ALAMEDA COUNTY SCHOOLS	0	0	0	1	0	5	6
ALAMEDA CITY UNIFIED	71	27	47	62	2	386	595
ALBANY CITY UNIFIED	32	33	1	11	1	114	192
AMADOR VALLEY JOINT UNION HIGH	36	24	28	102	3	876	1069
BERKELEY UNIFIED	47	273	2	11	0	314	647
CASTRO VALLEY UNIFIED	3	3	0	6	0	329	341
EMERY UNIFIED	2	28	0	3	0	1	34
FREMONT UNIFIED	72	40	24	202	36	1425	1799
HAYWARD UNIFIED	74	105	46	216	9	727	1177
LIVERMORE VALLEY JOINT UNIFIED	16	11	9	50	0	596	682
NEWARK UNIFIED	32	24	0	62	7	292	417
NEW HAVEN UNIFIED	23	44	53	103	3	155	381
OAKLAND UNIFIED	241	1374	24	143	6	358	2146
PIEDMONT CITY UNIFIED	19	1	1	4	0	155	180
SAN LEANDRO UNIFIED	28	6	16	116	3	370	539
SAN LORENZO UNIFIED	40	17	12	116	22	482	689
*TOTAL ALAMEDA	736	2010	263	1208	92	6585	10894
AMADOR							
JACKSON UNIFIED	0	0	0	2	2	55	59
ORO MADRE UNIFIED	0	0	0	5	4	129	138
*TOTAL AMADOR	0	0	0	7	6	184	197
BUTTE							
BIGGS UNIFIED	1	0	0	3	3	49	56

REPORT DATE: APRIL 20,1982
DATA COLLECTED:OCTOBER 21,1981

Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
BUTTE							
CHICO UNIFIED	3	6	1	15	0	515	540
DURHAM UNIFIED	0	0	0	6	0	63	69
GRIDLEY UNION HIGH	1	1	0	22	2	103	129
OROVILLE UNION HIGH	1	22	0	22	25	352	422
PARADISE UNIFIED	4	0	0	8	0	243	255
*TOTAL BUTTE	10	29	1	76	30	1325	1471
CALAVERAS							
BRET HARTE UNION HIGH	0	0	0	7	2	271	280
CALAVERAS UNIFIED	0	0	0	0	2	7	9
*TOTAL CALAVERAS	0	0	0	7	4	278	289
COLUSA							
COLUSA COUNTY SCHOOLS	0	4	0	1	0	5	10
COLUSA UNIFIED	4	2	0	19	0	60	85
MAXWELL UNIFIED	2	0	0	1	0	18	21
PIERCE JOINT UNIFIED	0	2	0	11	0	42	55
WILLIAMS UNIFIED	2	0	0	3	0	28	33
*TOTAL COLUSA	8	8	0	35	0	153	204
CONTRA COSTA							
CONTRA COSTA COUNTY SCHOOLS	0	5	0	0	0	4	9

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
CONTRA COSTA							
ACALANES UNION HIGH	50	7	2	18	5	1415	1497
ANTIOCH UNIFIED	11	3	6	58	2	511	591
JOHN SWETT UNIFIED	1	6	7	7	0	98	119
LIBERTY UNION HIGH	0	0	0	54	0	201	255
MARTINEZ UNIFIED	3	5	0	38	11	189	246
MT. DIABLO UNIFIED	85	28	9	107	2	2301	2532
PITTSBURG UNIFIED	6	77	30	48	0	127	288
RICHMOND UNIFIED	121	583	24	117	3	761	1609
SAN RAMON VALLEY UNIFIED	18	4	2	41	1	1028	1094
*TOTAL CONTRA COSTA	295	718	80	488	24	6635	8240
DEL NORTE							
DEL NORTE COUNTY UNIFIED	0	1	0	7	16	173	197
*TOTAL DEL NORTE	0	1	0	7	16	173	197
EL DORADO							
EL DORADO COUNTY SCHOOLS	0	0	0	0	0	2	2
EL DORADO UNION HIGH	8	2	1	19	13	672	715
LAKE TAHOE UNIFIED	3	6	2	24	1	191	227
BLACK OAK MINE UNIFIED	0	0	0	0	1	71	72
*TOTAL EL DORADO	11	8	3	43	15	936	1016

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
FRESNO							
FRESNO COUNTY SCHOOLS	0	0	0	2	0	2	4
CARUTHERS UNION HIGH	4	2	0	20	0	54	80
CENTRAL UNION HIGH	13	6	0	65	0	119	203
CLOVIS UNIFIED	35	20	2	122	16	666	861
COALINGA/HURON JOINT UNIFIED	0	1	0	34	0	82	117
FOWLER UNIFIED	2	2	0	53	0	34	91
FRESNO UNIFIED	83	279	11	546	3	1840	2762
KERMAN UNION HIGH	5	0	0	32	0	81	118
KINGSBURG JOINT UNION HIGH	5	0	0	51	0	98	154
KINGS CANYON JOINT UNIFIED	19	0	12	131	2	132	296
LATON JOINT UNIFIED	0	0	0	10	0	41	51
PARLIER UNIFIED	0	0	0	67	0	3	70
RIVERDALE JOINT UNION HIGH	0	6	0	20	0	54	80
SANGER UNIFIED	10	0	0	206	4	197	417
SELMA UNIFIED	8	0	1	91	0	72	172
SIERRA JOINT UNION HIGH	2	0	0	6	5	150	163
TRANQUILLITY UNION HIGH	1	2	0	65	0	33	101
WASHINGTON UNION HIGH	0	27	0	66	0	81	174
FIREBAUGH-LAS DELTAS UNIFIED	0	5	0	54	0	38	97
*TOTAL FRESNO	187	350	26	1641	30	3777	6011
GLENN							
GLENN COUNTY SCHOOLS	0	1	0	1	0	4	6
HAMILTON UNION HIGH	0	1	0	17	0	13	31
ORLAND JOINT UNION HIGH	0	0	0	10	0	126	136
PRINCETON JOINT UNIFIED	0	0	0	3	2	11	16
STONY CREEK JOINT UNIFIED	0	0	0	0	1	11	12

REPORT DATE: APRIL 20,1982
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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
GLENN							
WILLOWS UNIFIED	3	1	0	2	1	84	91
*TOTAL GLENN	3	3	0	33	4	249	292
HUMBOLDT							
NORTHERN HUMBOLDT UNION HIGH	1	0	0	7	23	336	367
EUREKA CITY HIGH	9	5	0	10	31	392	447
FERNDALE UNION HIGH	0	0	0	0	0	54	54
FORTUNA UNION HIGH	0	3	0	0	24	163	190
KLAMATH-TRINITY JOINT UNIFIED	0	0	0	0	31	42	73
SOUTHERN HUMBOLDT JOINT UNIFIE	0	0	0	0	0	2	2
*TOTAL HUMBOLDT	10	8	0	17	109	989	1133
IMPERIAL							
IMPERIAL COUNTY SCHOOLS	0	0	0	1	0	0	1
BRAWLEY UNION HIGH	6	7	2	167	0	90	272
CALEXICO UNIFIED	14	0	0	301	0	17	332
CALIPATRIA UNIFIED	0	0	2	48	0	21	71
CENTRAL UNION HIGH	12	13	3	222	0	171	421
HOLTVILLE UNIFIED	2	0	0	49	0	45	96
IMPERIAL UNIFIED	1	2	0	37	0	52	92
SAN PASQUAL VALLEY UNIFIED	0	0	0	8	18	14	40
*TOTAL IMPERIAL	35	22	7	833	18	410	1325

REPORT DATE: APRIL 20,1982
DATA COLLECTED:OCTOBER 21,1981

Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
INYO							
INYO COUNTY SCHOOLS	0	0	0	0	1	5	6
BIG PINE UNIFIED	0	0	0	0	1	13	14
BISHOP UNION HIGH	1	0	0	8	14	114	137
LONE PINE UNIFIED	1	0	0	5	2	33	41
OWENS VALLEY UNIFIED	1	0	0	2	1	14	18
*TOTAL INYO	3	0	0	15	19	179	216
KERN							
KERN COUNTY SCHOOLS	0	0	0	1	0	3	4
DELANO JOINT UNION HIGH	1	21	39	145	0	57	263
KERN UNION HIGH	43	234	0	520	41	1900	2738
MARICOPA UNIFIED	0	0	0	2	0	31	33
MOJAVE UNIFIED	2	4	0	8	1	69	84
MUROC JOINT UNIFIED	3	8	0	10	4	118	143
SOUTHERN KERN UNIFIED	1	3	0	6	0	45	55
TAFT UNION HIGH	0	0	0	6	0	151	157
TEHACHAPI UNIFIED	0	0	0	9	2	112	123
WASCO UNION HIGH	0	14	0	50	0	96	160
SIERRA SANDS UNIFIED	4	6	0	5	2	278	295
MCFARLAND UNIFIED	0	0	1	32	2	39	74
*TOTAL KERN	54	290	40	794	52	2899	4129
KINGS							
KINGS COUNTY SCHOOLS	0	1	0	2	0	3	6

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
KINGS							
CORCORAN JOINT UNIFIED	2	6	0	59	0	38	105
HANFORD JOINT UNION HIGH	4	24	0	85	0	320	433
LEMOORE UNION HIGH	6	13	11	42	5	199	276
REEF-SUNSET UNIFIED	0	0	0	18	0	25	43
*TOTAL KINGS	12	44	11	206	5	585	863
LAKE							
KELSEYVILLE UNIFIED	0	0	0	2	0	76	78
KONOCTI UNIFIED	1	2	0	5	2	122	132
LAKEPORT UNIFIED	0	0	0	6	1	68	75
MIDDLETOWN UNIFIED	0	0	0	1	0	37	38
UPPER LAKE UNION HIGH	0	0	0	2	2	48	52
*TOTAL LAKE	1	2	0	16	5	351	375
LASSEN							
LASSEN COUNTY SCHOOLS	0	0	0	0	0	5	5
BIG VALLEY JOINT UNIFIED	0	0	0	0	0	28	28
LASSEN UNION HIGH	0	7	0	2	10	216	235
WESTWOOD UNIFIED	0	0	0	0	1	32	33
*TOTAL LASSEN	0	7	0	2	11	281	301

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
LOS ANGELES							
LOS ANGELES COUNTY SCHOOLS	0	15	0	7	1	8	31
LOS ANGELES CO. SPECIAL EDUCAT	1	2	0	5	0	14	22
ABC UNIFIED	97	66	22	152	4	562	903
ALHAMBRA CITY HIGH	355	6	19	493	2	488	1363
ANTELOPE VALLEY UNION HIGH	19	86	10	102	4	1102	1323
ARCADIA UNIFIED	42	1	0	35	0	712	790
AZUSA UNIFIED	10	2	7	180	0	280	479
BALDWIN PARK UNIFIED	19	8	11	227	0	139	404
BASSETT UNIFIED	4	15	2	201	2	61	285
BELLFLOWER UNIFIED	40	23	3	90	1	638	795
BEVERLY HILLS UNIFIED	9	32	0	9	0	542	592
BONITA UNIFIED	15	30	0	79	1	443	568
BURBANK UNIFIED	31	0	5	102	0	660	798
CENTINELA VALLEY UNION HIGH	43	66	2	213	1	514	839
CHARTER OAK UNIFIED	14	8	0	42	2	439	505
CLAREMONT UNIFIED	16	37	0	32	0	378	463
COVINA-VALLEY UNIFIED	41	18	0	116	0	624	799
CULVER CITY UNIFIED	60	29	1	66	0	223	379
DOWNEY UNIFIED	55	11	11	178	12	599	866
DUARTE UNIFIED	1	42	2	39	1	64	149
EL MONTE UNION HIGH	42	7	19	640	3	476	1187
EL RANCHO UNIFIED	5	0	0	379	0	82	466
GLENDALE UNIFIED	80	0	21	217	0	1396	1714
GLENDORA UNIFIED	2	2	0	44	0	509	557
INGLEWOOD UNIFIED	7	488	0	39	0	17	551
LA CANADA UNIFIED	5	0	1	7	0	384	397
LAS VIRGENES UNIFIED	14	1	0	12	1	712	740
LONG BEACH UNIFIED	225	511	47	264	14	1932	2993
LOS ANGELES UNIFIED	1807	5334	313	6319	51	10157	23981
LYNWOOD UNIFIED	1	200	10	78	2	16	307
MONROVIA UNIFIED	11	51	0	50	1	141	254

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
LOS ANGELES							
MONTEBELLO UNIFIED	150	1	13	861	7	289	1321
NORWALK-LA MIRADA UNIFIED	25	5	5	292	10	625	962
PALOS VERDES PENINSULA UNIFIED	89	25	3	20	0	1430	1567
PARAMOUNT UNIFIED	9	24	4	148	2	200	387
PASADENA UNIFIED	84	523	12	203	1	503	1326
POMONA UNIFIED	26	277	2	143	3	233	684
SAN MARINO UNIFIED	22	0	1	16	1	285	325
SANTA MONICA-MALIBU UNIFIED	41	77	3	142	1	611	875
SOUTH BAY UNION HIGH	38	12	0	80	6	977	1113
SOUTH PASADENA UNIFIED	49	8	1	20	0	228	306
TEMPLE CITY UNIFIED	4	0	0	4	0	341	349
TORRANCE UNIFIED	242	8	10	147	0	1519	1926
WEST COVINA UNIFIED	23	49	3	123	1	476	675
WHITTIER UNION HIGH	54	8	3	799	18	1105	1987
WILLIAM S. HART UNION HIGH	10	17	11	72	0	996	1106
COMPTON UNIFIED	13	1178	0	127	2	0	1320
HACIENDA LA PUENTE UNIFIED	92	55	13	565	6	776	1507
ROWLAND UNIFIED	31	57	13	316	2	482	901
WALNUT VALLEY UNIFIED	27	18	3	64	0	429	541
*TOTAL LOS ANGELES	4100	9433	606	14559	163	35817	64678
MADERA							
CHOWCHILLA UNION HIGH	0	6	0	6	3	91	106
MADERA UNIFIED	2	23	3	183	5	218	434
YOSEMITE UNION HIGH	0	0	0	2	2	161	165
*TOTAL MADERA	2	29	3	191	10	470	705

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
MARIN							
MARIN COUNTY SCHOOLS	0	0	0	0	0	8	8
NOVATO UNIFIED	14	19	7	10	2	708	760
SAN RAFAEL CITY HIGH	20	6	8	12	0	700	746
TAMALPAIS UNION HIGH	27	134	8	19	0	1177	1365
SHORELINE UNIFIED	0	0	1	0	0	52	53
*TOTAL MARIN	61	159	24	41	2	2645	2932
MARIPOSA							
MARIPOSA COUNTY UNIFIED	0	0	2	6	7	92	107
*TOTAL MARIPOSA	0	0	2	6	7	92	107
MENDOCINO							
MENDOCINO COUNTY SCHOOLS	0	2	0	0	0	10	12
ANDERSON VALLEY UNIFIED	0	0	0	0	0	26	26
FORT BRAGG UNIFIED	0	0	0	5	0	155	160
MENDOCINO UNIFIED	0	0	0	0	0	70	70
POINT ARENA JOINT UNION HIGH	0	0	0	0	4	28	32
ROUND VALLEY UNIFIED	0	0	0	0	7	14	21
UKIAH UNIFIED	4	1	1	20	15	360	401
WILLITS UNIFIED	1	0	0	6	3	108	118
POTTER VALLEY UNIFIED	0	0	0	2	0	23	25
LAYTONVILLE UNIFIED	2	0	0	0	2	20	24
*TOTAL MENDOCINO	7	3	1	33	31	814	889

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
MERCED							
MERCED COUNTY SCHOOLS	0	2	0	1	0	2	5
DOS PALOS JOINT UNION HIGH	2	13	0	34	0	74	123
HILMAR UNIFIED	1	0	1	6	0	100	108
LE GRAND UNION HIGH	1	0	0	41	0	48	90
LOS BANOS UNIFIED	2	4	0	45	0	144	195
MERCED UNION HIGH	35	93	0	218	7	865	1218
GUSTINE UNIFIED	0	0	0	7	0	65	72
*TOTAL MERCED	41	112	1	352	7	1298	1811
MODOC							
MODOC COUNTY SCHOOLS	0	0	0	0	0	2	2
SURPRISE VALLEY JOINT UNIFIED	0	0	0	0	0	18	18
MODOC JOINT UNIFIED SCHOOL DIS	4	0	0	5	2	63	74
TULELAKE BASIN JOINT UNIFIED	0	0	0	0	0	32	32
*TOTAL MODOC	4	0	0	5	2	115	126
MONO							
EASTERN SIERRA UNIFIED	1	0	0	1	0	40	42
MAMMOTH UNIFIED	0	0	0	2	0	50	52
*TOTAL MONO	1	0	0	3	0	90	94

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
MONTEREY							
CARMEL UNIFIED	6	1	3	6	1	243	260
GONZALES UNION HIGH	8	1	8	81	0	34	132
KING CITY JOINT UNION HIGH	2	0	0	45	0	78	125
MONTEREY PENINSULA UNIFIED	60	123	37	32	1	354	607
PACIFIC GROVE UNIFIED	17	5	4	20	0	126	172
SALINAS UNION HIGH	46	11	67	212	14	535	885
NORTH MONTEREY COUNTY UNIFIED	25	6	0	77	4	157	269
*TOTAL MONTEREY	164	147	119	473	20	1527	2450
NAPA							
CALISTOGA JOINT UNIFIED	1	0	0	5	0	36	42
NAPA VALLEY UNIFIED	19	4	9	38	5	789	864
ST. HELENA UNIFIED	1	0	0	18	1	102	122
*TOTAL NAPA	21	4	9	61	6	927	1028
NEVADA							
NEVADA JOINT UNION HIGH	2	1	0	17	23	522	565
*TOTAL NEVADA	2	1	0	17	23	522	565
ORANGE							
ORANGE COUNTY SCHOOLS	0	0	0	0	1	15	16

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
ORANGE							
ANAHEIM UNION HIGH	221	41	27	472	13	2758	3532
BREA-OLINDA UNIFIED	3	1	0	34	0	274	312
CAPISTRANO UNIFIED	13	8	2	74	8	1151	1256
FULLERTON JOINT UNION HIGH	105	28	5	354	3	2290	2785
GARDEN GROVE UNIFIED	301	28	13	371	39	1902	2654
HUNTINGTON BEACH UNION HIGH	228	36	15	192	115	3360	3946
LAGUNA BEACH UNIFIED	3	3	1	0	0	259	266
NEWPORT-MESA UNIFIED	144	5	6	80	3	1537	1775
ORANGE UNIFIED	100	12	0	131	12	1746	2001
PLACENTIA UNIFIED	19	16	1	138	0	847	1021
SANTA ANA UNIFIED	140	167	0	587	2	416	1312
SADDLEBACK VALLEY UNIFIED	40	24	0	94	0	1236	1394
TUSTIN UNIFIED	30	1	2	33	1	1027	1094
IRVINE UNIFIED	85	23	12	45	4	757	926
LOS ALAMITOS UNIFIED	28	2	0	26	1	487	544
*TOTAL ORANGE	1460	395	84	2631	202	20062	24834
PLACER							
PLACER COUNTY SCHOOLS	0	0	0	0	0	8	8
PLACER UNION HIGH	9	7	0	26	9	783	834
ROSEVILLE JOINT UNION HIGH	14	12	4	65	2	656	753
TAHOE-TRUCKEE UNIFIED	1	1	0	5	0	194	201
WESTERN PLACER UNIFIED	1	0	0	28	0	149	178
*TOTAL PLACER	25	20	4	124	11	1790	1974

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
PLUMAS							
PLUMAS UNIFIED	2	3	0	6	10	236	257
*TOTAL PLUMAS	2	3	0	6	10	236	257
RIVERSIDE							
RIVERSIDE COUNTY SCHOOL:	0	2	0	6	0	14	22
ALVORD UNIFIED	16	13	2	88	4	385	508
BANNING UNIFIED	1	25	1	23	5	56	111
BEAUMONT UNIFIED	0	0	0	29	2	125	156
CORONA-NORCO UNIFIED	7	11	0	204	2	792	1016
DESERT CENTER UNIFIED	0	3	0	5	0	29	37
DESERT SANDS UNIFIED	6	18	0	153	9	255	441
ELSINORE UNION HIGH	3	13	0	19	1	189	225
HEMET UNIFIED	3	0	0	43	6	525	577
JURUPA UNIFIED	0	33	2	69	0	337	441
MORENO VALLEY UNIFIED	26	61	0	42	1	261	391
PALM SPRINGS UNIFIED	0	17	8	58	1	277	361
PALO VERDE UNIFIED	1	8	0	70	0	104	183
PERRIS UNION HIGH	0	45	0	45	0	105	195
RIVERSIDE UNIFIED	15	163	0	185	5	1098	1466
SAN JACINTO UNIFIED	1	0	2	32	4	62	101
COACHELLA VALLEY UNIFIED	4	0	1	214	1	21	241
*TOTAL RIVERSIDE	83	412	16	1285	41	4635	6472
SACRAMENTO							
SACRAMENTO COUNTY SCHOOLS	0	5	0	2	0	6	13

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SACRAMENTO							
ELK GROVE UNIFIED	24	63	12	89	4	710	902
FOLSOM-CORDOVA UNIFIED	28	50	5	28	4	615	730
GALT JOINT UNION HIGH	1	0	0	26	0	124	151
GRANT JOINT UNION HIGH	71	254	10	182	22	827	1366
RIVER DELTA JOINT UNIFIED	9	4	7	32	0	98	150
SACRAMENTO CITY UNIFIED	401	521	47	307	33	977	2286
SAN JUAN UNIFIED	60	59	16	137	61	2981	3314
*TOTAL SACRAMENTO	594	956	97	803	124	6338	8912
SAN BENITO							
SAN BENITO COUNTY SCHOOLS	0	0	0	13	0	3	16
SAN BENITO JOINT UNION HIGH	2	0	11	97	0	149	259
*TOTAL SAN BENITO	2	0	11	110	0	152	275
SAN BERNARDINO							
SAN BERNARDINO COUNTY SCHOOLS	0	1	0	0	0	0	1
BARSTOW UNIFIED	7	39	1	111	8	271	437
BEAR VALLEY UNIFIED	0	0	0	2	1	167	170
CHAFFEY UNION HIGH	33	64	1	339	89	1805	2331
CHINO UNIFIED	11	14	33	120	0	399	577
COLTON JOINT UNIFIED	4	10	0	192	5	251	462
FONTANA UNIFIED	3	51	2	148	7	480	691
MORONGO UNIFIED	3	4	0	28	0	356	391

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SAN BERNARDINO							
NEEDLES UNIFIED	1	1	0	13	5	47	67
REDLANDS UNIFIED	23	31	0	112	0	572	738
RIALTO UNIFIED	3	139	2	123	0	347	614
RIM OF THE WORLD UNIFIED	4	0	0	3	0	285	292
SAN BERNARDINO CITY UNIFIED	25	189	0	278	3	598	1093
TRONA JOINT UNIFIED	1	0	0	7	0	52	60
VICTOR VALLEY JOINT UNION HIGH	5	55	3	78	4	764	909
YUCAIPA JOINT UNIFIED	0	1	0	1	0	366	368
BAKER VALLEY UNIFIED	0	0	0	0	0	14	14
*TOTAL SAN BERNARDINO	123	599	42	1555	122	6774	9215
SAN DIEGO							
SAN DIEGO COUNTY SCHOOLS	0	1	0	0	0	3	4
BORREGO SPRINGS UNIFIED	0	0	0	5	0	17	22
CORONADO UNIFIED	1	2	1	4	1	132	141
ESCONDIDO UNION HIGH	23	0	7	129	12	894	1065
FALLBROOK UNION HIGH	8	3	0	75	12	305	403
GROSSMONT UNION HIGH	86	73	18	222	19	3380	3798
JULIAN UNION HIGH	0	0	0	2	5	43	50
MOUNTAIN EMPIRE UNIFIED	0	2	0	7	0	50	59
POWAY UNIFIED	41	27	27	42	9	811	957
RAMONA CITY UNIFIED	1	1	1	20	5	198	226
SAN DIEGO CITY UNIFIED	387	892	115	790	18	4588	6790
SAN DIEGUITO UNION HIGH	10	4	1	46	0	810	871
SWEETWATER UNION HIGH	74	95	272	956	13	1496	2906
VISTA UNIFIED	32	6	5	94	3	511	651
CARLSBAD UNIFIED	8	0	0	42	0	268	318

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SAN DIEGO							
OCEANSIDE CITY UNIFIED	39	60	6	81	0	334	520
SAN MARCOS UNIFIED	5	0	3	30	18	217	273
*TOTAL SAN DIEGO	715	1166	456	2545	115	14057	19054
SAN FRANCISCO							
SAN FRANCISCO UNIFIED	914	704	253	443	343	471	3128
*TOTAL SAN FRANCISCO	914	704	253	443	343	471	3128
SAN JOAQUIN							
ESCALON UNIFIED	1	1	0	9	0	117	128
LINCOLN UNIFIED	1	4	1	2	0	21	29
LINDEN UNIFIED	3	0	0	7	0	112	122
LODI UNIFIED	24	9	4	74	1	803	915
MANTECA UNIFIED	5	3	11	87	3	417	526
RIPON UNIFIED	0	0	0	5	0	77	82
STOCKTON CITY UNIFIED	81	146	57	242	6	404	936
TRACY JOINT UNION HIGH	4	6	7	96	3	225	341
*TOTAL SAN JOAQUIN	119	169	80	522	13	2176	3079
SAN LUIS OBISPO							
ATASCADERO UNIFIED	3	1	3	7	1	235	250

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SAN LUIS OBISPO							
COAST JOINT UNION HIGH	0	0	0	0	0	48	48
LUCIA MAR UNIFIED	9	6	6	71	2	380	474
SAN LUIS COASTAL UNIFIED	11	4	6	13	0	505	539
TEMPLETON UNIFIED	0	0	1	4	3	35	43
*TOTAL SAN LUIS OBISPO	23	11	16	95	6	1203	1354
SAN MATEO							
SAN MATEO COUNTY SCHOOLS	2	0	1	1	0	9	13
CABRILLO UNIFIED	5	1	1	8	1	168	184
JEFFERSON UNION HIGH	90	64	94	171	9	618	1046
LA HONDA-PESCADERO UNIFIED	0	0	0	5	0	22	27
SAN MATEO UNION HIGH	186	53	27	135	6	1690	2097
SEQUOIA UNION HIGH	62	137	21	104	3	1238	1565
SOUTH SAN FRANCISCO UNIFIED	76	38	57	162	3	437	773
*TOTAL SAN MATEO	421	293	201	586	22	4182	5705
SANTA BARBARA							
SANTA BARBARA COUNTY SCHOOLS	0	0	0	2	0	1	3
CARPINTERIA UNIFIED	0	0	2	27	0	74	103
LOMPOC UNIFIED	19	64	6	67	0	500	656
SANTA BARBARA HIGH	37	40	8	253	4	1193	1535
SANTA MARIA JOINT UNION HIGH	24	12	9	182	2	516	745
SANTA YNEZ VALLEY UNION HIGH	1	2	0	9	2	190	204
*TOTAL SANTA BARBARA	81	118	25	540	8	2474	3246

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	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SANTA CLARA							
SANTA CLARA COUNTY SCHOOLS	1	0	0	2	0	7	10
CAMPBELL UNION HIGH	119	13	2	141	1	2061	2337
EAST SIDE UNION HIGH	285	301	97	848	27	1710	3268
FREMONT UNION HIGH	292	26	39	240	14	1816	2427
GILROY UNIFIED	11	0	0	129	0	171	311
LOS GATOS JOINT UNION HIGH	14	2	2	15	0	858	891
MORGAN HILL UNIFIED	5	3	1	29	1	364	403
MOUNTAIN VIEW-LOS ALTOS UNION	59	24	21	36	2	569	711
PALO ALTO CITY UNIFIED	63	44	3	24	2	790	926
SAN JOSE UNIFIED	108	30	16	293	7	1429	1883
SANTA CLARA UNIFIED	84	174	32	108	6	426	830
MILPITAS UNIFIED	36	52	36	48	6	250	428
*TOTAL SANTA CLARA	1077	669	249	1913	66	10451	14425
SANTA CRUZ							
PAJARO VALLEY JOINT UNIFIED	30	4	23	177	0	489	723
SAN LORENZO VALLEY UNIFIED	2	0	1	1	0	181	185
SANTA CRUZ CITY HIGH	17	11	1	37	0	767	833
*TOTAL SANTA CRUZ	49	15	25	215	0	1437	1741
SHASTA							
SHASTA COUNTY SCHOOLS	0	0	0	0	0	3	3
ANDERSON UNION HIGH	0	0	0	17	28	301	346

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SHASTA							
FALL RIVER JOINT UNIFIED	1	0	0	4	7	95	107
SHASTA UNION HIGH	8	14	0	30	48	963	1063
*TOTAL SHASTA	9	14	0	51	83	1362	1519
SIERRA							
SIERRA-PLUMAS JOINT UNIFIED	0	0	0	6	2	38	46
*TOTAL SIERRA	0	0	0	6	2	38	46
SISKIYOU							
ETNA UNION HIGH	0	0	0	3	4	45	52
SISKIYOU UNION HIGH	1	6	1	17	18	162	205
YREKA UNION HIGH	0	0	1	2	18	170	191
BUTTE VALLEY UNIFIED	0	0	0	0	2	21	23
*TOTAL SISKIYOU	1	6	2	22	42	398	471
SOLANO							
BENICIA UNIFIED	1	11	4	7	0	175	198
DIXON UNIFIED	1	0	2	46	0	83	132
FAIRFIELD-SUISUN UNIFIED	38	96	17	65	4	535	755

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
SOLANO							
TRAVIS UNIFIED	4	34	0	12	0	121	171
VACAVILLE UNIFIED	14	28	7	54	10	400	513
VALLEJO CITY UNIFIED	63	276	81	54	0	319	793
*TOTAL SOLANO	121	445	111	238	14	1633	2562
SONOMA							
ANALY UNION HIGH	9	5	2	40	7	327	390
CLOVERDALE UNIFIED	0	0	0	3	0	59	62
GEYSERVILLE UNIFIED	1	0	0	4	1	7	13
HEALDSBURG UNION HIGH	3	1	0	32	0	153	189
PETALUMA JT UNION HIGH	11	14	6	21	0	629	681
SANTA ROSA HIGH	15	16	1	60	7	1067	1166
SONOMA VALLEY UNIFIED	2	0	1	14	0	188	205
COTATI-ROHNERT PARK UNIFIED	0	5	0	22	0	261	288
*TOTAL SONOMA	41	41	10	196	15	2691	2994
STANISLAUS							
CERES UNIFIED	4	1	1	3	14	188	211
DENAIR UNIFIED	0	0	0	1	0	46	47
HUGHSON UNION HIGH	0	0	0	0	0	13	13
MODESTO CITY HIGH	49	25	3	151	10	1204	1442
OAKDALE JOINT UNION HIGH	2	0	4	46	7	271	330
PATTERSON JOINT UNIFIED	3	1	0	52	0	50	106

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
STANISLAUS							
TURLOCK JOINT UNION HIGH	4	1	4	54	5	336	404
NEWMAN-CROWS LANDING UNIFIED	1	0	0	14	0	26	41
*TOTAL STANISLAUS	63	28	12	321	36	2134	2594
SUTTER							
EAST NICOLAUS JOINT UNION HIGH	1	0	0	5	0	31	37
LIVE OAK UNIFIED	8	0	0	12	0	44	64
SUTTER UNION HIGH	6	0	0	3	0	90	99
YUBA CITY UNIFIED	45	2	1	40	0	434	522
*TOTAL SUTTER	60	2	1	60	0	599	722
TEHAMA							
CORNING UNION HIGH	0	0	0	10	2	125	137
LOS MOLINOS UNIFIED	0	0	0	2	0	44	46
RED BLUFF UNION HIGH	1	1	0	14	2	333	351
*TOTAL TEHAMA	1	1	0	26	4	502	534
TRINITY							
TRINITY UNION HIGH	2	0	0	2	1	82	87

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN	BLACK	FILIP	HISPN	IND	WHITE	
	HS GRADS	HS GRADS	HS GRADS	HS GRADS	HS GRADS	HS GRADS	TOTAL GRADS
TRINITY							
SOUTHERN TRINITY JOINT UNIFIE	0	0	0	0	4	8	12
*TOTAL TRINITY	2	0	0	2	5	90	99
TULARE							
ALPAUGH UNIFIED	0	0	0	0	0	7	7
CUTLER-OROSI JOINT UNIFIED	3	1	8	93	0	40	145
DINUBA JOINT UNION HIGH	0	0	0	77	150	75	302
EXETER UNION HIGH	0	1	0	53	12	128	194
LINDSAY UNIFIED	2	0	0	45	1	48	96
PORTERVILLE UNION HIGH	7	4	13	141	5	430	600
STRATHMORE UNION HIGH	2	0	0	17	0	55	74
TULARE JOINT UNION HIGH	3	35	3	142	15	418	616
VISALIA UNIFIED	14	11	0	141	2	667	835
WOODLAKE UNION HIGH	0	0	0	48	5	61	114
*TOTAL TULARE	31	52	24	757	190	1929	2983
TUOLUMNE							
SONORA UNION HIGH	0	0	1	10	20	257	288
SUMMERVILLE UNION HIGH	0	0	0	3	6	74	83
*TOTAL TUOLUMNE	0	0	1	13	26	331	371

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
VENTURA							
VENTURA COUNTY SCHOOLS	0	0	0	0	0	2	2
FILLMORE UNIFIED	0	0	0	96	0	84	180
OJAI UNIFIED	5	0	0	13	1	266	285
OXNARD UNION HIGH	84	107	67	515	11	980	1764
SANTA PAULA UNION HIGH	3	0	0	127	0	76	206
SIMI VALLEY UNIFIED	30	11	9	72	41	1095	1258
VENTURA UNIFIED	20	7	5	118	39	801	990
CONEJO VALLEY UNIFIED	32	7	3	35	0	1448	1525
MOORPARK UNIFIED	0	0	0	31	0	52	83
*TOTAL VENTURA	174	132	84	1007	92	4804	6293
YOLO							
YOLO COUNTY SCHOOLS	0	0	0	0	0	4	4
DAVIS JOINT UNIFIED	23	8	0	18	2	364	415
ESPARTO UNIFIED	0	0	0	15	0	33	48
WASHINGTON UNIFIED	3	3	0	48	12	133	199
WINTERS JOINT UNIFIED	1	0	0	19	0	51	71
WOODLAND JOINT UNIFIED	17	7	0	116	2	322	464
*TOTAL YOLO	44	18	0	216	16	907	1201
YUBA							
MARYSVILLE JOINT UNIFIED	12	14	3	26	29	292	376
WHEATLAND UNION HIGH	0	0	0	0	0	108	108
*TOTAL YUBA	12	14	3	26	29	400	484

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Table 3.17 (Continued)

CALIFORNIA PUBLIC SCHOOLS
1980-1981 DAY GRADUATES BY ETHNICITY

1981-1982 CBEDS DATABASE

	ASIAN HS GRADS	BLACK HS GRADS	FILIP HS GRADS	HISPN HS GRADS	IND HS GRADS	WHITE HS GRADS	TOTAL GRADS
TOTAL	12015	19671	3003	37483	2348	164562	239082

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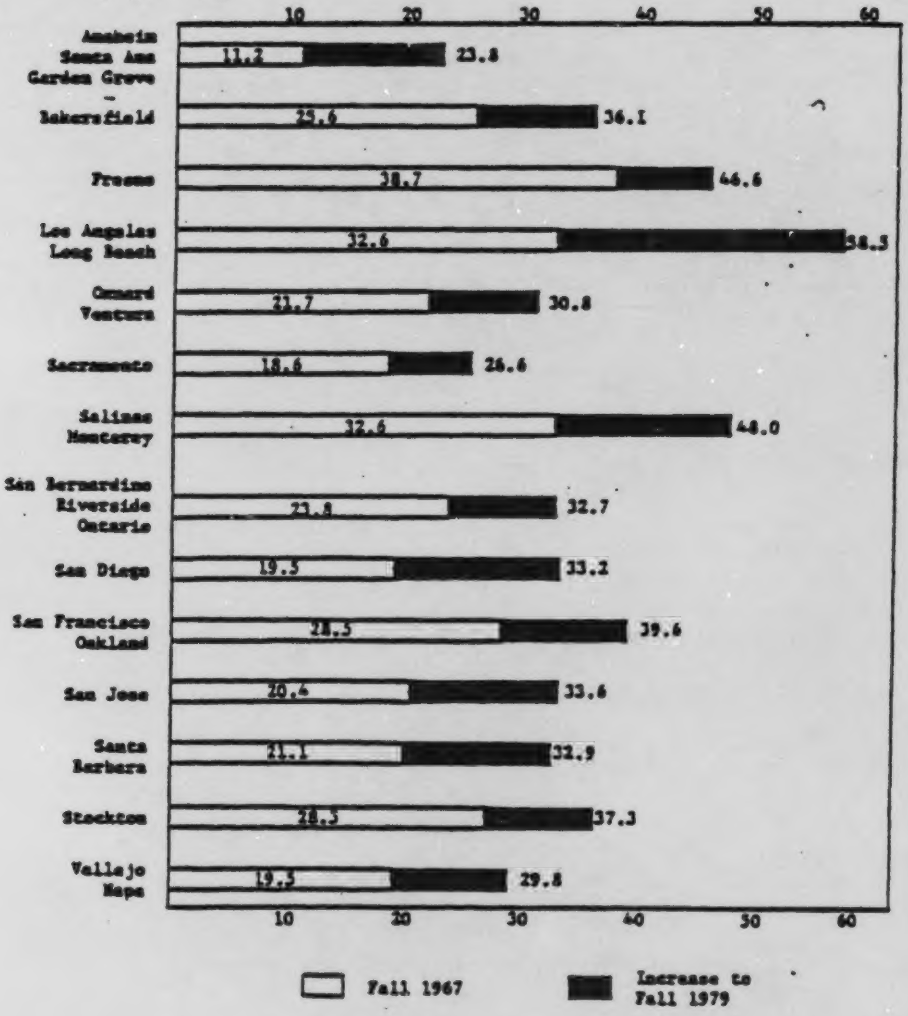
Source: Distributed by Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca., June 1982; Prepared by State Department of Education, Sacramento, Ca.

Figure 3.1

INCREASE IN PERCENTAGE OF MINORITY STUDENTS,
STANDARD METROPOLITAN STATISTICAL AREAS

1967 to 1979



Source: *Racial and Ethnic Distribution of Students and Staff in California Public Schools: Fall 1979*, State Department of Education, Sacramento, Ca., 1980.

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References and Additional Sources

1. *High School and Beyond*, U.S. Department of Education, National Center for Education Statistics, Washington, D.C. This is a national longitudinal study of 58,000 high school seniors and sophomores conducted by NCES in 1980. The students completed questionnaires and took a battery of cognitive tests. In addition, about 7,000 parents of the two school cohorts were also surveyed. Early tabulations indicate that the data from this study will be extremely important for understanding the social, behavioral, and attitudinal correlates of college participation rates.

2. A. Astin, *Minorities in American Higher Education*, Jossey-Bass, San Francisco, CA, 1982. This is probably the most comprehensive and authoritative analysis of ethnic minorities and higher education to date. The study is specifically concerned with the educational experiences of Blacks, Chicanos, Puerto Ricans, and American Indians; Asians were excluded from the study because they are not considered a "disadvantaged" minority in higher education.

   The data in the study are national in scope, drawn primarily from the 1970s, and are scrupulously presented and analyzed. Much of the work is devoted to questioning the values implicit in standardized testing, and presentation of a long list of policy recommendations designed to improve ethnic minority representation and attainment in higher education. But the major contribution of the study is its strong empirical base in addressing the following questions:

   Educational Access, Choice, and Attainment

   To what extent are Blacks, Chicanos, Puerto Ricans, and American Indians represented at various points in the educational pipeline between secondary school and completion of advanced training? Where are the major leakage points in this pipeline?

   What is the representation of each of these four minority groups by field of study and type of institution?

   How has the representation of each minority group changed since the mid-1960s?

   Factors Influencing Educational Development

   How are the educational access and attainment of minority students influenced by family background, socioeconomic status, and personal characteristics?

   What features or characteristics of educational institutions and programs (for example, type of high school, type of higher education institution, student peer groups, faculty attitudes, special institutional programs) are most critical in affecting the progress of minority students?

   How is the progress of minority students affected by the type of financial aid they receive during undergraduate and graduate training?

   Which governmental programs seem to be the most effective and which the least effective in facilitating minority progress in higher education?

3. *California Basic Educational Data System* (CBEDS). Managed by the California State Department of Education, CBEDS is designed to collect and update annually information on staff members and students at the county, school district, school, and

classroom levels. Data are collected once each October on "Information Day" from local school administrators and other professional staff.

The data base consists of three data sets or files: (1) enrollment and staff data for school districts and offices of county superintendents of schools; (2) school enrollment and staff data; (3) individual professional assignment and classroom population data. Requests for data should be addressed to the Manager, Data Acquisition and Forms Control, Education Data Management Systems, 721 Capital Mall, Sacramento, CA 95814. Both standard and *ad hoc* reports are available.

4. *Racial or Ethnic Distribution of Staff and Students in California Public Schools.* Each year since 1967, the California State Department of Education has published data on the racial and ethnic distribution of public school students (grades K-12) in the state. The data are available in summary form for the state and county levels. Beginning in the fall 1981, the racial and ethnic survey became part of the California Basic Educational Data System (CBEDS). Due to changes in racial and ethnic categories and regulations, some historical data are not comparable or are not available. Additional detailed data for the school and school district levels may be obtained from the Department at cost. The Division of Institutional Research of the CSU Chancellor's Office also publishes ethnic data on high school enrollments and graduates from the CBEDS file. Projections of K-12 ethnic enrollments are available from the Population Research Unit of the State Department of Finance.

5. *The Condition of Education*, U.S. Department of Education, National Center for Education Statistics, Washington, D.C. (annual). This series of statistical reports is published annually by NCES and is probably the single best source of recent national data bearing on elementary, secondary, and postsecondary education. A narrative summary accompanies each section of detailed tabular and graphic data. In addition to presenting basic enrollment data, the report focuses on additional issues of special concern each year, such as educational financing, outcomes, achievement, attrition, programs, opinions, and salaries. A four-year cumulative index is provided in each edition.

   Much of the data in the report are drawn from the Current Population Surveys of the U.S. Bureau of the Census; Standard NCES data bases and special studies; the Higher Education General Information Survey; and studies sponsored by the National Education Association.

6. *Ethnic Groups and Public Education in California*, by Tom Foote *et al.*, a Joint Publication of the California School Finance Reform Project and the California Association for Bilingual Education, College of Education, San Diego State University, 1978. Although of limited use today since the data are several years old, this publication offers one of the most comprehensive sources of information on ethnic groups and public education available from the 1970s. Most of the analysis is by county or school district.

7. *Demographic Changes and Their Implications for Enrollment*, Undergraduate Enrollment Study, University of California Systemwide Administration, Berkeley, CA, 1980. This is one of several task force studies on enrollment in the University of California. The major focus of this report is on demographic change in the state and college participation rates to the year 2000. The study found little evidence to support the notion that participation rates either can or will improve over the next decade. It concludes that "the results of the analysis of the factors underlying participation rates are not encouraging to those who hope that increased participation rates may help

offset the demographic decline of the 1980s." It specifically points out some of the eligibility problems in attempting to increase participation rates among ethnic minorities and community college transfers. The demographic projections indicate that a 15 to 20 percent increase in participation rates would be required in the 1980s to hold University enrollments constant at the 1979 level.

8. *The Condition of Education for Hispanic Americans*, National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, D.C. 20202 (1980). The "Foreword" offers this summary of the NCES publication:

> The overall aim of this report is to compile from existing data sources statistical information concerning the educational participation and achievement of Hispanic Americans, and to organize and interpret this information as objectively as possible.
>
> Information is also provided concerning the sociological, demographic, and employment characteristics of Hispanic Americans and how they relate to their educational attainment.
>
> The report is organized into four chapters. Chapter 1 provides an overview of Hispanic Americans in the United States. It discusses the problems of defining Hispanics and Hispanic subgroups, and presents general information on such characteristics as size of the Hispanic population, age and geographical distribution, and school enrollment status. Chapter 2 is concerned with elementary and secondary education and covers such topics as: enrollment rates, characteristics of high school students, and school noncompletion. This chapter concludes with a brief description of education in Puerto Rico. Chapter 3 covers postsecondary education and includes such topics as: enrollment data, degrees awarded, and characteristics of students. Chapter 4 portrays the status in American society of Hispanic teenagers and adults as related to their previous level of education. Included are such topics as: employment by broad occupational category, unemployment rates, post-high school experiences, and income levels. Throughout the report, data on Hispanics are compared with data on non-Hispanics to provide an interpretative context.

9. *Mexican Americans in School*, by Thomas Carter and Roberto Segura, The College Board, Princeton, N.J., 1979. This study is based on an analysis of Chicano educational experiences in five southwestern states. Although the specific data are drawn from the 1970s, the book's treatment of the conceptual and causal dimensions of Chicano public education is still relevant.

Section Four

Ethnic Enrollments, Participation, and Transfer Rates

This section presents data on issues of great practical as well as political interest. Most administrative inquiries concerning ethnic representation in higher education begin with data on enrollment patterns, by segments and across time. Most political questions center on whether ethnic group percentages in college enrollments are "proportionate" to their rates in other populations, such as a service area, in community colleges, among high school graduates, and so forth. The data which follow should offer a fairly complete overview of ethnic enrollment patterns and trends nationally, statewide, and especially in the California State University.

The data are organized around four categories: ethnic enrollments, choice of major, participation rates, and transfer rates. Here is a summary of some of the major findings and data displays which follow:

1. Ethnics (with the exception of Asians) are heavily concentrated in community colleges in California and nationally.

2. The representation of most ethnics in all segments of higher education has been virtually static for the past several years.

3. Enrollment data by ethnicity and campus are provided for the University of California and California State University in Tables 4.4 through 4.9, 4.11, and 4.14 through 4.22. Comparative percentage distributions are shown for these segments and the California community colleges in Tables 4.24 through 4.28. Historical data on ethnic enrollments for all four postsecondary education segments are listed in Tables 4.29 through 4.32.

4. Rather severe problems concerning "missing data" on ethnic enrollments have consistently plagued the California State University, which greatly restricts the interpretation of such data.

5. Almost all evidence suggests that Black and Hispanic students avoid majoring in the biological sciences, engineering, mathematics, and the physical sciences. Ethnics tend to be most overrepresented in education. Tables 4.35 through 4.45 provide detailed enrollment data by ethnicity and discipline in the California State University.

6. No analysis of participation rates by ethnic group is complete without consideration of college eligibility data as well.

7. Table 4.48 offers very detailed data on the ethnic distributions of high school graduates compared to their representation in the three public segments of higher education in the state (ordered by county). Hispanics are underrepresented in all segments; Black representation is heavily concentrated in community colleges; and Asians are greatly overrepresented in the University of California.

8. Appendix 4.2 presents summary data on service area, K-12, high school graduation, and campus enrollments by ethnic group for each campus in the California State University.

9. Ethnic data on transfer rates from California Community Colleges generally parallel findings on participation rates for first-time freshman — i.e., Black and Hispanic students are typically underrepresented in transfer rates to the University and the State University, while Asians are overrepresented. Some longitudinal survey data suggest that Blacks and Hispanics often do not view or attend the community college for reasons of educational transfer and advancement.

10. Tables 4.51 through 4.54 provide detailed community college transfer data by ethnicity for the University of California and the California State University. Tables 4.55 and 4.56 offer summaries of transfer rates by ethnic group and segment.

Ethnic Enrollments

Table 4.1 shows national trends in first-time, full-time freshman enrollments by ethnicity from 1966 to 1980. Despite the fact that community college enrollments are included in these data, ethnics have made virtually no gains in representation in the past five or six years. Table 4.2 indicates the institutional shares of ethnic enrollments. Clearly, students from all ethnic minorities tend to be concentrated in two-year public colleges. In fact, more than half of all Hispanic and American Indian students are enrolled in such institutions compared to 39 percent of Blacks and 33 percent of Whites. Astin (Reference #1) draws these important conclusions concerning the institutional and socioeconomic correlates of ethnic enrollments:

> . . . different types of students are by no means randomly distributed among different types of institutions. The community colleges, which represent the bottom of the institutional hierarchy within public systems, have a disproportionate share of minority students, underprepared students, and students from poor and relatively uneducated families. The Universities, in contrast, have relatively few minority students and a high concentration of well-prepared students and students from well-educated and affluent families. The four-year colleges within public systems fall about mid-way between the two-year colleges and the Universities with respect to these various freshman characteristics. An identical pattern exists within the private sector with the differences within the hierarchy even more pronounced than is the case in the public sector.

Table 4.3 shows ethnic group enrollments by level in the University of California from 1975 through 1981. With the exception of a 3.4 percent gain in Asian students, none of the other ethnic minorities registered any significant gains during the six-year period.

Tables 4.4 through 4.9 provide data on ethnic group enrollment by level for each campus of the University of California from 1976 to 1981. In addition to the trend analysis which these data afford, they are also useful for examining ethnic enrollments by area in the state (e.g., for making comparisons to census, school district, and State University data).

Several methodological problems have plagued the collection and analysis of ethnic data in the California State University and, to a somewhat lesser extent, in other segments. First, about one-fourth of all California State University students provided no response to the question concerning ethnic identification for each year from 1973 through 1977. From 1978 through 1981, between 17 and 25 percent have either "declined to state" an ethnic identification or were not surveyed. Table 4.10 shows the historical trend of such data in the system from 1973 through 1981. Tables 4.11 and 4.12 show that the "declined to state" and "other" (i.e., not surveyed) categories still include significant percentages of students for most campuses in the system (about 17 percent overall). Accordingly, all California State University campus as well as systemwide data on ethnic enrollments should be approached with considerable caution. This is particularly true when dealing with sub-group populations such as first-time freshmen when the percentages of missing data are usually even higher.

Table 4.13 shows the percent and number of enrollments by ethnic group and level for the California State University for Fall 1981. For detailed campus enrollments by ethnic group and level, the reader should consult Table 4.11 and Tables 4.14 through 4.22. The historical (1973-1981), systemwide percentages are shown in Table 4.10. The sharp 1981 increase in the percentages for American Indians should be discounted since the 1981 application forms contained the entry "Native American," which apparently was selected by many students not of American Indian origin. Otherwise, the eight-year comparisons show only a .6 percent gain in Black enrollments in the system, a one percent gain in Chicanos, a 1.5 percent gain in other Hispanics, and a 1.8 percent gain in Asians. Despite all of the programs and resources directed toward increasing ethnic minority representation in the system over the past decade, the evidence suggests that such percentages change very slowly, and in the end may merely reflect population shifts more than academic and programmatic initiatives. Indeed, simple linear extrapolation of these historical percentages (Table 4.23) indicates that by 1986 there will be virtually no change in the percentage of Asian, Black, Hispanic, or American Indian students in the system (compared to 1980). Of course, such projections assume that participation rates and the population base of each group remain relatively stable.

Tables 4.24 through 4.28 show the percent of students enrolled by ethnicity, sex, and level in the California Community Colleges, the California State University, and the University of California from 1977 through 1981. These data are useful for making segmental comparisons across time as well as for teasing out ethnic variations by sex among and within the segments. The most obvious conclusion of a general nature to draw from these data are that a) Blacks and Hispanics of both sexes are disproportionately represented at the Community College level in the state; b) Asian students historically are overrepresented in the University system, and this pattern is continuing; and c) ethnic group variations between the two senior public segments tend to be somewhat less pronounced at the graduate level compared to the undergraduate level.

Tables 4.29 through 4.32 provide data on the enrollment patterns of American Indians, Asians, Blacks, and Chicanos from 1975 through 1980 for all four segments of higher education in California. The tables show the number of students enrolled at the undergraduate and graduate levels as well as the percentage and distribution of each group by segment.

Choice of Major

The choice of major among ethnics is related, among other things, to high school preparation, the type of college attended, and cultural and economic trends in the society generally. Although the fields of business administration, engineering, computer science, and communications have grown dramatically in recent years among college populations generally, some ethnic minorities (notably, Blacks and Hispanics) have not shown much inclination to declare as majors in professional and technical disciplines.

One of the most thorough analyses of ethnic group representation by major concentration is provided by Astin (Reference #1). Tables 4.33 and 4.34 offer summaries of survey data from the Cooperative Institutional Research Program (CIRP) and degrees awarded data from the National Center for Education Statistics (NCES). The data are intended to simulate a longitudinal study by comparing the 1971 CIRP data for entering freshmen with later figures for degree recipients. The data indicate both the predilection of an ethnic group for a given major and the extent to which each group persists to various levels of educational attainment within the major.

The data in both tables indicate that all ethnic minorities (Asians excluded) tend to avoid majoring in the biological sciences, engineering, mathematics, and the physical sciences. Instead, Blacks show a strong preference for majors in social science, business, education, and allied health; Hispanics are attracted to the arts, humanities, and education; and American Indians appear to prefer education and the social sciences. Additional data from Astin's study suggest that "the relative overrepresentation in the natural sciences, engineering, and mathematics during the undergraduate and graduate years appears in part to be attributable to their relatively poor academic preparation at the secondary school level." As the level of education increases, the underrepresentation of minorities in virtually all disciplines also increases, sometimes by as much as 300 to 600 percent in the more technical fields.

Table 4.35 shows the California State University enrollment by ethnic group and major for Fall 1981. Note that the "total minorities" columns include Asians, who tend to have quite different disciplinary orientations than other ethnic minorities. Related enrollment data of a historical nature are displayed in Tables 4.36 through 4.45. Tables 4.36 through 4.40 cover 1977-1981 for upper-division undergraduates in the California State University, and Tables 4.41 through 4.45 cover the same years for the graduate level. Enrollment by ethnicity for the University of California can also be found in the *Information Digest* published annually by the California Postsecondary Education Commission (Reference #2).

Participation Rates

Ethnic group representation among college enrollments is a product of two factors: shifts in the demographic composition of the population, and trends in the participation rates of the traditional college age population and of older adults. The latter factor is particularly important since it provides one means of directly addressing the issue of minimum eligibility for college — i.e., a high school diploma. Thus, participation rates express, in summary fashion, the relationships among data on the general population, high school graduates, and college enrollments.

The computation of participation rates usually proceeds from a base of data arranged by age and geographic categories, and linked in turn to educational enrollments in the K-12 grades, among high school graduates, and in postsecondary institutions. Appendix 4.1 provides a listing of all California colleges and universities by county and segment; the independent institutions listed are all general-purpose colleges and universities which admit first-time freshmen and are accredited by the Western Association of Schools and Colleges.

Parenthetically, it should be noted that analysis of participation rates, like that for retention and graduation rates, implies access to longitudinal data. In the absence of such data, one must resort to making percentage comparisons among discrete categories of data at various stages or levels and drawing some logical inferences about the possible longitudinal patterns of cohorts.

Perhaps the chief observation to be made in connection with college participation rates concerns the eligibility of ethnics to enroll in the first place. All four segments usually require a high school diploma or equivalent, which immediately eliminates large percentages of ethnics from the eligibility pool. Each segment, in turn, may have certain achievement or academic standards which, given the relatively low levels of high school preparation among ethnics, further restricts access to postsecondary education. Thus, unless improvements in eligibility rates are achieved among underrepresented ethnic groups, their participation rates by definition can never equal their proportions in the population generally, in the K-12 grades, or even among high school graduates. Indeed, most data indicate that within high school achievement categories (i.e., eligibility categories), there is little difference among ethnic groups in propensity to enroll in college (e.g., see Table 4.46). Accordingly, the mechanistic and simplistic comparisons, interpretations, and uses of college participation rates is usually misdirected; the focus of attention should be on the secondary school where most of the variance in college participation rates is rooted.

Table 4.47 shows the statewide participation rates for public high school graduates between 1974 and 1981. About 61 percent of the total eligible pool of students enter one of the four segments of higher education in the state. Of the 12.5 percent theoretically eligible for freshman admission to the University of California, about 6.4 percent actually enroll; of the 33.3 percent estimated to be eligible for the State University, about nine percent enroll. The participation rate for community colleges — with open admissions policies — has fluctuated between 41.3 and 43.3 during the eight-year period. Almost 70 percent of the recent high school graduates going to college in California in Fall 1981 enrolled in community colleges; about 15 percent enrolled in the State University, 10 percent in the University of California, and five percent in independent colleges and universities.

Table 4.48 offers a detailed comparison of the ethnic distribution of the 1981 public high school graduating class in most California counties with the distributions among the 1981 first-time freshmen (age 19 and under) at each public postsecondary segment. The 43 county totals are ordered roughly by size of the graduating class. Table 4.49 presents an overview of the statewide totals. Notice that these data do *not* represent participation *rates* (e.g., the number of first-time freshmen by segment divided by the total number of high school graduates in the same year) but are merely comparative percentage distributions of ethnic enrollments by segment.

The California Postsecondary Education Commission presented these findings from analysis of the ethnic group data (Reference #3):

- In Fall 1981, Hispanics were the only ethnic minority in the State which was less well represented among the first-time freshmen in the combined public segments of higher education than among high school graduates.

- The percentage of Blacks in the Community College ethnic distribution of first-time freshmen continued to be larger in 1981 than the percentage in either the University or the State University distribution, and was also higher than the percentages in the ethnic distribution of high school graduates.

- The percentage of Asians in the distribution of freshmen enrolled in the University in Fall 1981 is three times larger than the percentage in the distribution of high school graduates that year and significantly larger than the percentages in the distributions for the State University and the Community Colleges.

- Numbers of high school graduates in 1981 who were Filipino or American Indian are too small to warrant much analysis of college-going rates by segment or county.

Appendix 4.2 offers a detailed summary of ethnic group participation rates by campus in the California State University. Prepared by the systemwide Core Student Affirmative Action Office, two sets of data are presented for each of the 19 campuses. The first table compares the ethnic distribution of the 1980 campus student population with those of the twelfth-grade graduates, K-12 population, and general population of the institution's approximate service area (defined in county units). The second table presents a five-year historical summary of campus enrollments by ethnic group with comparisons to percentages of the twelfth-grade graduates and general population in the approximate service area. This is a reasonable sort of analysis if one assumes that a) the service area designations have practical as well as conceptual validity and b) the four populations (campus, high school graduates, K-12, and general population) being compared either can or should manifest some degree of correspondence in ethnic distributions. Of course, this is precisely the kind of analysis implied by adoption of Assembly Concurrent Resolution No. 151, despite some important logical and methodological problems in making such comparisons.

Table 4.50 offers a somewhat different and condensed version of such data. It shows the percentages of Hispanic, Black, and American Indian students enrolled by campus in the California State University compared to their percentages in the approximate service area population and its high school student body and, finally, to baccalaureate degree recipients.

Transfer Rates

In general, the ethnic patterns characterizing undergraduate transfers to the University of California and the California State University tend to parallel those of entering freshmen — i.e., transfer groups tend to have high percentages of Asians and Whites, and relatively low percentages of Blacks and Hispanics, compared with the ethnic distributions of all full-time students in the community colleges.

In the University of California, community college transfers declined 12 percent from 1980 to 1981, and they declined about 3.8 percent in the California State University in the same one-year period. The levels of transfer activity in the past few years have fallen from the highs of the mid-1970s to those first attained around 1970. Table 4.51 shows the number of community college students who transferred to the University of California and the California State University from 1965 through 1981, together with the numbers of first-time freshmen from California high schools for the same years. Table 4.52 shows transfer levels by campus within the State University system for 1979-1981. Data in these tables may be useful for analysis involving ethnic distributions for individual campuses or by geographic areas.

Table 4.53 presents ethnic group distributions of community college transfer students to the University of California and the California State University for 1980 and 1981. However, given the large percentages of "unknown" in the data as well as the anomaly in the 1981 American Indian data, State University comparisons between years or among ethnic groups could be misleading.

Table 4.54 shows the ethnic distribution of community college transfer students to the University of California and the California State University for Fall 1981. The total number and percentages of students sent from each ethnic group to the two public university segments are shown for the 105 community colleges in the state.

Tables 4.55 and 4.56 offer two methods of computing transfer rates by ethnicity. The first, using data from 1979, compares the ethnic distribution of full-time community college students with those of community college transfer students to the University of California and the California State University. The data in this table suggest the following (Reference #4):

> The high percentage of transfer students in the State University whose ethnicity was unknown limits the reliability of the findings for the State University. About

> one-third of the full-time Community College students were reported to be in one of the ethnic minority groups in Fall 1979, compared with 21.5 percent of the University and 26.5 percent of the State University transfer students. Blacks and Hispanics were represented about equally in the group of full-time Community College students, but the percentages of Hispanics in the transfer groups were significantly larger than those obtained for Blacks. However, the percentages for Blacks and Hispanics in both transfer groups were significantly smaller than the percentages in the full-time Community College student groups. The percentage of Asians in the University transfer group was significantly larger than the percentage found for full-time Community College students (which included Filipinos), and also larger than the percentages for other ethnic minorities in the University transfer group. The percentage of Asians in the State University transfer group was also slightly larger than that obtained for full-time Community College students, but smaller than the percentages of Blacks and Hispanics in the State University transfer groups. Since most of the State University "unknowns" with respect to ethnicity were reported by a few campuses in urban areas with large ethnic minority groups, the ethnic distribution of the transfer students to this segment might be somewhat different if complete data were available.

The second approach, using data from 1980, treats first-time freshmen (age 19 and under) in community colleges as the point of comparison. A summary of the data in Table 4.56 shows that (Reference #4):

> About 30 percent of the first-time Community College freshmen were reported to be in one of the ethnic minority groups in Fall 1980, compared with 22.9 percent of the transfer students to the University and 24.9 percent of the transfers to the State University. The percentages of Asians in the distributions of transfer students are significantly larger than that found for first-time freshmen, while the percentages of transfers who are Black or Hispanic are lower than those found for the Community College freshmen.

A recent three-year longitudinal study (Reference #5) of community college students in the state developed a taxonomy of student prototypes within three major community college functions — transfer, vocational, and special interest.

The functional classifications contained 37, 36, and 27 percents of the total sample, respectively. The major prototypes within each function were defined as follows:

Transfer Function

1. *The Full-Time Transfer.* This group represents both those who are eligible from high school to attend a senior institution and those who just missed eligibility. These students enroll in four or more courses and maintain a reasonable grade point average. They have a high probability of transferring after one to six semesters.

2. *The Part-Time Transfer.* This group is slightly older than the full-time (transfer) student and is enrolled in three or fewer courses, frequently in the evening classes. They maintain a reasonable grade-point average, but have slightly less chance of following through with their plans to transfer to a senior college than the full-time transfer.

3. *The Undisciplined Transfer.* This group aspires to transfer, but the probability of their doing so is slight. They lack either the academic skills to

complete their work or the self-discipline to follow through on their studies and homework.

4. *The Technical Transfer*: This group is indistinguishable from the full- or part-time transfer student other than that they enroll in, and complete, a sequence of courses in a vocational area. The major is of relatively high status and technical (for example, accounting, business, computer sciences, engineering, or architecture). The Technical Transfer Student is frequently mistaken for a Vocational Student and, in any reasonable work of postsecondary education is, in fact, a Vocational Student.

Vocational Function

1. *The Program Completer*: These students enroll in, and expect to complete, a specified program in vocational education; usually either a two-year associate degree or a one-year certificate program. Most of the students expecting to complete the associate degree spend more than two years in achieving their goals; this because of prerequisites to the programs or the scheduling difficulties in enrolling in the required courses.

2. *The Job Seeker*: These students, at least nominally, attend college only long enough to learn vocational skills that will permit them to obtain a semi-skilled to highly-skilled job. Again, nominally they are less concerned with earning good grades or getting credits for courses than in earning money as quickly as possible. There is some indication that this group contains a significant number of persons that lack the prerequisite skills, either academic or vocational, to complete a vocational program, and as a consequence, fall into a category analogous to the Undisciplined Transfer Student. (See number 3, above.)

3. *The Job Up-Grader*: These students, when admitted to the college, are already working in the field in which they take courses. They attend classes to improve their present skills or learn new, complementary skills; seeking raises, promotions or recognition. They are significantly older than the sample as a whole

4. *The Career Changer*: These students are employed, but wish to learn new job skills either to change careers or supplement their incomes by obtaining an extra job for nights or weekends. They are older than the overall student body, enroll in one or two courses at a time, and are primarily evening students.

Special Interest Function

1. *The Leisure Skills Student*: This category contained three sub-types:

   a) *Hobbyist*: These students are concerned with learning specific skills to pursue their hobbies. The courses they take may be in the vocational area, for example, carpentry or photography; and individual sports area, for example, racquetball or golf; or an aesthetic area, for example, drawing or instrumental music. They are older than the group as a whole and most are enrolled in evening courses.

   b) *The Education Seeker*: A significant number of adults in California feel a vague discomfort if they are not enrolled in at least one reasonable academic course. They may have already earned advanced degrees, but they will still take an academic course on a regular basis, for example, anthropology, history or Spanish. They are the personification of the University of California Extension's motto, "lifelong learning."

   c) *The Art and Culture Student*: This relatively small group seeks cultural experiences. They take courses in art or music appreciation or humanities courses that include attendance at concerts or theaters. They are frequently older or retired people, and few care about earning college credits.

2. *The Lateral Transfer*: These students are taking courses prior to transferring to another institution other than a baccalaureate-granting college. The prerequisites they take are frequently for a vocational program offered elsewhere.

3. *The Basic Skills Student*: These students attend college to improve basic academic skills. Many are recent immigrants whose primary goal is to learn or improve their English. Others are recent high school graduates who wish to improve their basic language and math skills before pursuing an academic career.

4. *The Explorer/Experimenter*: This group of students attends community college primarily to study themselves. They are exploring avenues of potential employment or desire a continuation of their education. Some take courses in psychology and personal development; others enroll in diverse subject matter courses, for example, one course in accounting and one in philosophy. They are usually part-time students, frequently women in the mid- to late-thirties.

The study found that among the transfer prototypes, Whites were most likely to be classified as "full-time transfer" and least likely to be in the "undisciplined" group. Asians were somewhat more likely to be found in the "technical transfer" group, while Blacks and Hispanics were most heavily represented in the "undisciplined" transfer prototype. The study remarked that "although ethnic minorities comprised 32 percent of the combined transfer groups, they accounted for only 25 percent of the full-time transfer prototype, which is said to have the highest probability of transferring."

The ethnic distributions of students between the combined transfer and vocational prototypes did not vary significantly, but ethnic differences did emerge among the four vocational prototypes.

> The largest percentage of White students is in the Job Up-Grader prototype and the lowest in the Job Seeker. For Hispanics, however, the largest percentage is in the Program Completer prototype and the smallest in the Job Up-Grader. Blacks displayed still another pattern, with the largest percentage in the Job Seeker and the smallest in the Program Completer prototypes, while the largest percentage of Asians is in the Career Changer and the smallest in the Job Up-Grader prototypes.

Finally, some ethnic group differences were also found among the special interest prototypes.

> The largest percentage of White students was found in the Leisure Skills prototype, among the four special interest prototypes, while Black and Hispanics

were found there least frequently. In general, White students were notable for their low frequency in the Basic Skills prototype, while Hispanics and, to a somewhat lesser degree, Blacks had a high percentage in that prototype. Asians were also found frequently in the Basic Skills prototype, because of their need to learn English as a second language, and least often in the Lateral Transfer group, for reasons which were beyond the scope of the study.

Table 4.1

Trends in First-Time, Full-Time Freshmen Enrollments, 1966-1980 (Three-Year Moving Averages)

	Percentage of Freshman Class			
Year	Blacks	Chicanos	Puerto Ricans	American Indians
1966	5.0			.6
1967	5.0			.7
1968	5.4			.6
1969	5.9			.5
1970[a]	6.2			.6
1971	7.5	1.1	.2	1.0
1972	7.6	1.3	.4	1.0
1973	8.0	1.4	.5	1.0
1974	8.1	1.5	.6	.9
1975	8.3	1.6	.6	.9
1976	8.7	1.6	.7	.9
1977	8.4	1.4	.8	.8
1978	8.7	1.2	.9	.9
1979	8.8	1.4	.9	.9
1980	9.2	1.7	.9	.9

Note: Figures for the first year (1966) and last year (1980) are based on only one year; all others are based on three years.

[a] Because of errors in the original 1970 weights, the 1970 figures represent

Source: Cooperative Institutional Research Program (1966-1980).
A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 80.

Table 4.2

Percentage of College Students Enrolled in Different Types of Institutions, Fall 1978, by Racial or Ethnic Group

	Public Institutions			Private Institutions		
Group	**Universities**	**Other Four-Year Institutions**	**Two-Year Colleges**	**Universities**	**Other Four-Year Institutions**	**Two-Year Colleges**
Whites	19.7	24.8	33.2	6.5	14.6	1.3
Blacks	9.7	30.6	39.3	4.3	13.5	2.7
Hispanics	8.6	25.0	53.3	4.1	7.9	1.1
American Indians[a]	12.5	22.4	53.0	2.9	7.1	2.1
All students	18.4	25.2	34.5	6.4	14.1	1.4

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[a] Includes Alaskan Natives.

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 131.

Table 4.3

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
June, 1982

University of California
Domestic Student Enrollment

		1975	1976	1977	1978	1979	1980	1981
American Indian								
Undergraduate	#	443	438	448	462	432	483	476
	%	.5[a]	.5	.5	.6	.5	.5	.5
Graduate	#	145	157	126	132	133	132	162
	%	.5[a]	.6	.5	.5	.5	.5	.6
Total	#	588	595	574	594	565	615	638
	%	.5[a]	.5	.5	.6	.5	.5	.5
Other Asian								
Undergraduate	#	7,595	7,911	8,485	8,979	9,862	10,974	11,760
	%	9.0	9.6	10.4	10.9	11.5	12.3	12.8
Graduate	#	1,791	1,790	1,754	1,784	1,865	2,175	2,096
	%	6.5	6.6	6.8	7.0	7.4	8.6	8.3
Total	#	9,386	9,701	10,239	10,763	11,727	13,149	13,856
	%	8.4	8.9	9.6	10.0	10.5	11.5	11.8
Pilipino								
Undergraduate	#	587	676	742	897	1,053	1,304	1,573
	%	.7	.8	.9	1.1	1.2	1.5	1.7
Graduate	#	92	100	113	101	100	117	135
	%	.3	.4	.4	.4	.4	.5	.5
Total	#	679	776	855	998	1,153	1,421	1,708
	%	.6	.7	.8	.9	1.0	1.2	1.5
Black								
Undergraduate	#	3,472	3,355	3,344	3,274	3,399	3,474	3,588
	%	4.1	4.1	4.1	4.0	3.9	3.9	3.9
Graduate	#	1,312	1,202	1,107	1,014	994	996	939
	%	4.7	4.4	4.3	4.0	3.9	3.9	3.7
Total	#	4,784	4,557	4,451	4,288	4,393	4,470	4,527
	%	4.3	4.2	4.2	4.0	3.9	3.9	3.9
Chicano/Latino								
Undergraduate	#	4,155	4,351	4,468	4,631	4,931	5,081	5,375
	%	4.9	5.3	5.5	5.6	5.7	5.7	5.8
Graduate	#	1,433	1,444	1,389	1,348	1,418	1,449	1,460
	%	5.2	5.3	5.4	5.3	5.6	5.7	5.8
Total	#	5,588	5,795	5,857	5,979	6,349	6,530	6,835
	%	5.0	5.3	5.5	5.5	5.7	5.7	5.8
Whites[b]								
Undergraduate	#	68,335	65,470	63,852	64,539	66,396	68,200	69,147
	%	80.8	79.6	78.5	78.0	77.1	76.2	75.2
Graduate	#	22,973	22,532	21,286	20,963	20,754	20,394	20,351
	%	82.8	82.7	82.6	82.7	82.1	80.1	80.9
Total	#	91,308	88,002	85,138	85,502	87,150	88,594	89,498
	%	81.3	80.4	79.5	79.1	78.3	77.2	76.5
Total Responses								
Undergraduate	#	84,587	82,201	81,339	82,782	86,073	89,516	91,919
Graduate	#	27,746	27,225	25,775	25,342	25,264	25,263	25,143
Total	#	112,333	109,426	107,114	108,124	111,337	114,779	117,062
Total Enrollment[c]								
Undergraduate	#	N/A	89,899	88,290	88,915	91,430	94,878	96,648
Graduate	#	N/A	33,635	28,820	28,559	29,154	30,617	30,790
Total	#	N/A	123,534	117,110	117,474	120,584	125,495	127,438

[a] For each ethnic group, percentages are based on Total Responses for Undergraduate, Graduate and Total categories, as appropriate.

[b] Includes Others.

[c] Includes Declined to State.

Table 4.4

University of California
Domestic Student Enrollment
Fall 1976

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
March, 1982

CAMPUS	American Indian #	American Indian %	Asian #	Asian %	Black #	Black %	Chicano/ Latino #	Chicano/ Latino %	Pilipino #	Pilipino %	White/Other #	White/Other %	Total Respondents #	Total Respondents %	Total Enrollment
BERKELEY															
Undergraduate	82	0.4[1]	3,068	16.4	773	4.1	633	3.4	196	1.0	13,945	74.6	18,697	96.2	19,436
Graduate	40	0.5	602	7.6	378	4.8	317	4.0	31	0.4	6,544	82.7	7,912	96.2	8,223
TOTAL	122	0.5	3,670	13.8	1,151	4.3	950	3.6	227	0.9	20,489	77.0	26,609	96.2	27,659
DAVIS															
Undergraduate	70	0.6	895	7.2	308	2.5	411	3.3	72	0.5	10,177	81.8	12,443	99.5	12,507
Graduate	28	0.8	201	5.9	77	2.2	130	3.8	16	0.5	2,981	86.8	3,433	80.3	4,276
TOTAL	98	0.6	1,096	6.9	385	2.4	541	3.4	88	0.6	13,158	82.9	15,876	94.6	16,782
IRVINE															
Undergraduate	35	0.5	474	6.4	284	3.9	483	6.5	51	0.7	5,554	75.3	7,375	99.99	7,386
Graduate	8	0.6	55	4.0	54	3.9	110	8.0	4	0.3	1,148	83.2	1,379	66.8	2,064
TOTAL	43	0.5	529	6.0	338	3.9	593	6.8	55	0.6	6,702	76.6	8,754	92.6	9,450
LOS ANGELES															
Undergraduate	89	0.4	2,353	11.7	1,045	5.2	1,172	5.8	163	0.8	14,330	71.4	20,056	99.9	20,085
Graduate	52	0.6	528	6.2	480	5.6	532	6.3	21	0.2	6,883	81.0	8,496	78.5	10,819
TOTAL	141	0.5	2,881	10.1	1,525	5.3	1,704	6.0	184	0.6	21,213	74.3	28,552	92.4	30,904
RIVERSIDE															
Undergraduate	26	0.7	152	4.2	247	6.8	309	8.5	11	0.3	2,797	77.4	3,611	98.9	3,653
Graduate	5	0.4	35	3.0	24	2.1	63	5.4	3	0.3	1,031	88.8	1,161	96.8	1,199
TOTAL	31	0.6	187	3.9	271	5.7	372	7.8	14	0.3	3,828	80.2	4,772	98.4	4,852
SAN DIEGO															
Undergraduate	40	0.5	331	4.2	358	4.5	454	5.7	105	1.3	6,107	77.2	7,909	99.4	7,955
Graduate	5	0.4	61	4.5	30	2.2	51	3.7	1	0.1	1,216	89.1	1,364	70.2	1,943
TOTAL	45	0.5	392	4.2	388	4.2	505	5.4	106	1.1	7,323	79.0	9,273	93.7	9,898
SAN FRANCISCO															
Undergraduate	2	0.5	56	15.4	18	5.0	10	2.7	13	3.6	265	72.8	364	94.3	386
Graduate	9	0.4	250	13.2	127	6.7	153	8.1	21	1.1	1,336	70.5	1,896	62.8	3,021
TOTAL	11	0.5	306	13.5	145	6.4	163	7.2	34	1.5	1,601	70.8	2,260	66.3	3,407
SANTA BARBARA															
Undergraduate	62	0.5	349	2.8	209	1.7	568	4.5	40	0.3	7,630	60.3	12,662	99.6	12,709
Graduate	4	0.3	48	3.6	24	1.8	80	6.1	3	0.2	1,160	87.9	1,319	73.7	1,790
TOTAL	66	0.5	397	2.8	233	1.7	648	4.6	43	0.3	8,790	62.9	13,981	96.8	14,499
SANTA CRUZ															
Undergraduate	32	0.5	171	3.0	110	1.9	296	5.1	23	0.4	4,557	79.0	5,767	99.7	5,782
Graduate	6	2.3	10	3.8	8	3.0	8	3.0	0	0	233	87.9	265	88.0	301
TOTAL	38	0.6	271	4.5	118	2.0	304	5.0	23	0.4	4,790	79.4	6,032	99.2	6,083
SYSTEMWIDE															
Undergraduate	354	0.5	4,725	6.8	2,561	3.7	3,693	5.3	466	0.7	51,152	73.3	69.823	77.7	89,899
Graduate	157	0.6	1,709	6.6	1,202	4.4	1,444	5.3	100	0.4	22,532	82.8	27,225	80.9	33,635
TOTAL	511	0.5	6,434	6.6	3,763	3.9	5,137	5.3	566	0.6	73,684	75.9	97,048	78.6	123,534

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Table 4.5

University of California
Domestic Student Enrollment
Fall 1977

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
March, 1982

CAMPUS	American Indian #	American Indian %	Asian #	Asian %	Black #	Black %	Chicano/ Latino #	Chicano/ Latino %	Pilipino #	Pilipino %	White/Other #	White/Other %	Total Respondents #	Total Respondents %	Total Enrollment #	Total Enrollment %
BERKELEY																
Undergraduate	82	0.4	3,242	17.1	701	3.7	601	3.2	195	1.0	13,136	69.4	18,922	97.6	19,379	
Graduate	42	0.6	536	7.0	368	4.8	319	4.2	37	0.5	6,304	82.9	7,608	84.7	8,977	
TOTAL	124	0.5	3,778	14.2	1,069	4.0	920	3.5	232	0.9	19,440	73.3	26,528	93.6	28,356	
DAVIS																
Undergraduate	91	0.7	977	7.9	348	2.8	431	3.5	81	0.7	10,237	83.2	12,303	98.2	12,531	
Graduate	16	0.5	201	5.9	69	2.0	113	3.3	18	0.5	2,978	87.7	3,395	80.8	4,203	
TOTAL	107	0.7	1,178	7.5	417	2.7	544	3.5	109	6.9	13,215	84.2	15,698	93.8	16,737	
IRVINE																
Undergraduate	21	0.3	435	6.2	232	3.3	409	5.9	40	0.6	4,318	62.0	6.975	97.1	7,187	
Graduate	4	0.5	41	4.9	34	4.1	72	8.7	2	0.2	677	81.6	830	51.0	1,628	
TOTAL	25	0.3	476	6.1	266	3.4	481	6.2	42	0.5	4,995	64.0	7,805	88.5	8,815	
LOS ANGELES																
Undergraduate	98	0.5	2,489	12.7	1,110	5,7	1,227	6.2	191	1.0	14,012	71.2	19,686	97.5	20,193	
Graduate	47	0.6	538	6.7	420	5.2	532	6.6	23	0.3	6,504	80.7	8,064	80.9	9,965	
TOTAL	145	0.5	3,027	10.9	1,530	5.5	1,759	6.3	214	0.8	20,516	73.9	27,750	92.0	30,158	
RIVERSIDE																
Undergraduate	29	0.8	174	5.0	232	6.6	336	9.6	14	0.4	2,678	76.5	3,499	98.1	3,567	
Graduate	1	0.1	37	3.3	31	2.8	63	5.6	2	0.2	983	88.0	1,117	83.2	1,343	
TOTAL	30	0.6	211	4.6	263	5.7	399	8.6	16	0.3	3,661	79.3	4,616	94.0	4,910	
SAN DIEGO																
Undergraduate	27	0.3	425	5.3	368	4.6	378	4.8	125	1.6	6,259	78.8	7,936	97.6	8.132	
Graduate	4	0.3	68	5.0	27	2.0	49	3.6	2	0.1	1,219	89.0	1,369	74.7	1,832	
TOTAL	31	0.3	493	5.3	395	4.2	427	4.6	127	1.4	7,478	80.4	9,305	93.2	9,985	
SAN FRANCISCO																
Undergraduate	1	0.3	67	17.4	20	5.2	8	2.1	15	3.9	275	71.2	386	99.0	390	
Graduate	5	0.2	276	13.8	128	6.4	151	7.5	26	1.3	1,420	70.8	2,006	94.4	2,124	
TOTAL	6	0.3	343	14.3	148	6.2	159	6.6	41	1.7	1,695	70.9	2,392	95.1	2,514	
SANTA BARBARA																
Undergraduate	65	0.5	428	3.4	204	1.6	651	5.2	50	0.4	8,147	64.6	12,615	98.7	12,782	
Graduate	3	0.3	48	4.4	25	2.3	83	7.6	2	0.2	938	85.4	1,099	57.4	1,913	
TOTAL	68	0.5	476	3.5	229	1.7	734	5.4	52	0.4	9,085	66.2	13,714	93.3	14,695	
SANTA CRUZ																
Undergraduate	33	0.6	168	2.9	125	2.2	326	5.7	20	0.4	4,694	82.4	5,696	99.0	5,754	
Graduate	4	1.4	9	3.1	5	1.7	7	2.4	1	0.3	263	91.0	289	82.8	349	
TOTAL	37	0.6	177	3.0	130	2.2	333	5.6	21	0.4	4,957	82.8	5,985	98.1	6,103	
SYSTEMWIDE																
Undergraduate	446	0.6	8,338	9.5	3,320	3.8	4,455	5.1	726	0.8	63,481	72.4	87,632	97.5	99,918	
Graduate	126	0.5	1,754	6.8	1,107	4.3	1,389	5.4	113	0.4	21,286	82.6	25,775	79.7	32,355	
TOTAL	572	0.5	10,092	9.0	4,427	3.9	5,844	5.2	839	0.7	84,767	74.7	113,407	92.7	122,273	

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Table 4.6

University of California
Domestic Student Enrollment
Fall 1978

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
March, 1982

CAMPUS	American Indian		Asian		Black		Chicano/ Latino		Pilipino		White/Other		Total Respondents		Total Enrollment	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
BERKELEY																
Undergraduate	98	0.5	3,400	17.0	659	3.3	667	3.4	258	1.3	13,430	68.7	19,541	99.7	19,594	
Graduate	49	0.6	522	6.9	315	4.2	307	4.1	25	0.3	6,322	83.8	7,540	96.8	7,787	
TOTAL	147	0.5	3,922	14.5	974	3.6	974	3.6	283	1.0	19,752	72.9	27,081	98.9	27,381	
DAVIS																
Undergraduate	71	0.6	1,050	8.5	369	3.0	439	3.5	95	0.8	10,185	82.2	12,382	99.5	12,447	
Graduate	12	0.4	200	5.9	57	1.7	96	2.8	10	0.3	3,013	88.9	3,388	93.3	3,630	
TOTAL	83	0.5	1,250	7.9	426	2.7	535	3.4	105	0.7	14,198	90.0	15,770	98.1	16,077	
IRVINE																
Undergraduate	27	0.4	551	7.5	288	3.9	486	6.6	55	0.7	4,458	60.7	7,345	99.8	7,360	
Graduate	0	0	40	5.8	25	3.6	61	8.8	3	0.4	563	81.4	692	44.1	1,568	
TOTAL	27	0.3	591	7.4	313	3.9	547	6.8	58	0.7	5,021	62.5	8,037	90.0	8,928	
LOS ANGELES																
Undergraduate	83	0.4	2,560	13.0	1,011	5.2	1,271	6.5	218	1.11	14,035	7.16	19,617	99.97	19,622	
Graduate	47	0.6	567	7.2	412	5.2	518	6.5	27	0.3	6,345	80.2	7,918	90.4	8,755	
TOTAL	130	0.5	3,127	11.4	1,422	5.2	1,789	6.5	245	0.9	20,380	74.0	27,533	97.0	28,377	
RIVERSIDE																
Undergraduate	31	1.0	180	0.3	228	7.1	296	9.2	20	0.6	2,436	75.7	3,216	99.1	3,244	
Graduate	3	0.3	38	3.5	26	2.4	61	5.7	3	0.3	941	87.8	1,072	95.5	1,123	
TOTAL	34	0.8	218	5.1	254	5.9	357	8.3	23	0.5	3,377	78.8	4,288	98.2	4,367	
SAN DIEGO																
Undergraduate	39	0.5	502	6.1	363	4.4	478	5.8	172	2.1	6,491	78.5	8,270	99.4	8,319	
Graduate	8	0.6	76	5.4	23	1.6	60	4.3	5	0.4	1,230	87.7	1,402	83.7	1,675	
TOTAL	47	0.5	578	6.0	386	4.0	538	5.6	177	1.8	7,721	79.8	9.672	96.8	9,994	
SAN FRANCISCO																
Undergraduate	0		53	14.5	17	4.6	15	4.1	12	3.3	269	73.5	366	97.9	374	
Graduate	7	0.3	296	14.3	126	6.1	160	7.7	27	1.3	1,457	70.3	2,073	98.0	2,135	
TOTAL	7	0.3	349	14.3	143	5.9	175	7.2	39	1.6	1,726	70.8	2,439	97.2	2,509	
SANTA BARBARA																
Undergraduate	87	0.7	446	3.6	208	1.7	643	5.1	48	0.4	8,788	70.1	12,535	100.5	12,471	
Graduate	3	0.3	37	3.8	22	2.3	75	7.7	0	0	835	85.9	972	61.7	1,575	
TOTAL	90	0.7	483	3.6	230	1.7	718	5.3	48	0.4	9,623	71.2	13,507	96.2	14,046	
SANTA CRUZ																
Undergraduate	26	0.5	159	2.9	125	2.3	331	6.1	20	0.4	4,421	80.1	5,460	99.6	5,484	
Graduate	3	1.0	8	2.8	8	2.8	10	3.5	1	0.3	257	89.5	287	92.3	311	
TOTAL	29	0.5	167	2.9	133	2.3	341	5.9	21	0.4	4,678	81.4	5,747	99.2	5,795	
SYSTEMWIDE																
Undergraduate	462	0.5	8,848	10.0	3,251	3.7	4,611	5.2	886	1.0	64,244	72.7	88,366	99.4	88,915	
Graduate	132	0.5	1,784	7.0	1,014	4.0	1,348	5.3	101	0.4	20,963	82.7	25,342	88.7	28,559	
TOTAL	594	0.5	10,632	9.4	4,265	3.8	5,959	5.2	987	0.9	85,207	74.9	113,708	96.8	117,474	

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Table 4.7

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
June, 1980

University of California
Domestic Student Enrollment
Fall 1979

CAMPUS	American Indian #	American Indian %	Asian #	Asian %	Black #	Black %	Chicano/Latino #	Chicano/Latino %	Pilipino #	Pilipino %	White/Other #	White/Other %	Total Respondents #	Total Respondents %	Total Enrollment
BERKELEY															
Undergraduate	83	.4	3,683	19.0	684	3.5	711	3.7	291	1.5	13,944	71.9	19,396	93.0	20,743
Graduate	49	.6	541	7.1	321	4.2	342	4.5	24	.3	6,373	83.3	7,650	97.0	7,875
TOTAL	132	.5	4,224	15.6	1,005	3.7	1,053	3.9	315	1.2	20,317	75.1	27,046	94.0	28,618
DAVIS															
Undergraduate	65	.5	1,148	9.2	392	3.2	475	3.8	115	.9	10,247	82.3	12,442	97.0	12,712
Graduate	14	.4	181	5.8	49	1.6	96	3.0	6	.2	2,792	89.0	3,138	85.0	3,656
TOTAL	79	.5	1,329	8.5	441	2.8	571	3.6	121	.8	13,039	83.7	15,580	95.0	16,368
IRVINE															
Undergraduate	38	.6	699	10.7	393	6.0	598	9.1	84	1.3	4,730	72.3	6,542	89.0	7,336
Graduate	1	.1	62	6.0	27	2.6	83	8.0	3	.3	856	82.9	1,032	63.0	1.616
Total	39	.5	761	10.0	420	5.5	681	9.0	87	1.1	5,586	73.7	7,574	84.0	8,952
LOS ANGELES															
Undergraduate	82	.4	2,917	14.6	998	5.0	1,313	6.6	251	1.3	14,370	72.1	19,931	97.0	20.375
Graduate	39	.5	601	7.6	420	5.3	529	6.7	32	.4	6,279	79.5	7.900	88.0	8,938
TOTAL	121	.4	3,518	12.6	1,418	5.1	1,842	6.6	283	1.0	20,649	74.2	27,831	94.0	29,313
RIVERSIDE															
Undergraduate	29	.9	175	5.6	199	6.3	313	10.0	25	.8	2,396	76.4	3,137	99.0	3,160
Graduate	4	.4	38	3.5	30	2.7	63	5.7	2	.2	961	87.5	1,098	96.0	1,143
TOTAL	33	.8	213	5.0	229	5.4	376	8.9	27	.6	3,357	79.3	4,235	98.0	4,303
SAN DIEGO															
Undergraduate	28	.3	534	6.6	341	4.2	517	6.3	194	2.4	6,500	80.1	8,114	94.0	8,587
Graduate	7	.6	70	6.3	17	1.5	46	4.1	5	.5	966	86.9	1,111	64.0	1,722
TOTAL	35	.4	604	6.5	358	3.9	563	6.1	199	2.1	7,466	80.9	9,225	89.0	10,309
SAN FRANCISCO															
Undergraduate	2	.5	49	13.3	15	4.1	19	5.1	13	3.5	271	73.4	369	98.0	376
Graduate	12	.6	314	14.8	106	5.0	170	8.0	26	1.2	1,493	70.4	2,121	96.0	2,204
Total	14	.6	363	14.6	121	4.8	189	7.6	39	1.6	1,764	70.8	2,490	96.0	2,580
SANTA BARBARA															
Undergraduate	80	.7	477	4.4	251	2.3	651	6.0	61	.6	9,376	86.0	10,896	86.0	12,540
Graduate	6	.7	50	5.5	18	2.0	77	8.5	1	.1	756	83.2	908	54.0	1,651
TOTAL	86	.7	527	4.5	269	2.3	728	6.2	62	.5	10,132	85.8	11,804	83.0	14,191
SANTA CRUZ															
Undergraduate	25	.5	180	3.4	126	2.4	334	6.4	19	.4	4,562	86.9	5,246	93.0	5,601
Graduate	1	.3	8	2.6	6	2.0	12	3.9	1	.3	278	90.8	306	87.0	349
TOTAL	26	.5	188	3.4	132	2.4	346	6.2	20	.4	4,840	87.1	5,552	93.0	5,950
SYSTEMWIDE															
Undergraduate	432	.5	9,862	11.5	3,399	3.9	4,931	5.7	1,053	1.2	66,396	77.1	86,073	94.0	91,430
Graduate	133	.5	1,865	7.4	994	3.9	1,418	5.6	100	.4	20,754	82.1	25,264	86.0	29,154
TOTAL	565	.5	11,727	10.5	4,393	3.9	6,349	5.7	1,153	1.0	87,150	78.3	111,337	92.0	120,584

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Table 4.8

University of California
Domestic Student Enrollment
Fall 1980

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
October, 1981

CAMPUS	American Indian		Asian		Black		Chicano/Latino		Pilipino		White/Other		Total Respondents
	#	%	#	%	#	%	#	%	#	%	#	%	
BERKELEY													
Undergraduate	91	.4	3,920	19.1	759	3.7	825	4.0	354	1.7	14,575	71.0	20,524
Graduate	53	.7	596	7.7	295	3.8	304	4.0	29	3.9	6,431	83.4	7,708
TOTAL	144	.5	4,516	16.0	1,054	3.8	1,129	3.7	383	1.4	21,006	74.4	28,232
DAVIS													
Undergraduate	38	.3	1,375	10.4	375	2.8	532	4.0	142	1.1	10,739	81.1	13,237
Graduate	36	1.2	237	7.9	43	1.4	111	3.7	10	.3	2,595	86.2	3,010
TOTAL	74	.5	1,612	9.9	418	2.6	643	4.0	152	.9	13,334	82.1	16,247
IRVINE													
Undergraduate	47	.7	888	13.4	385	5.8	609	9.2	108	1.6	4,603	69.3	6,640
Graduate	6	.5	106	9.5	22	2.0	89	8.0	3	.3	889	79.7	1,115
TOTAL	53	.7	994	12.8	407	5.2	698	9.0	111	1.4	5,492	70.8	7,755
LOS ANGELES													
Undergraduate	77	.4	3,146	15.9	998	5.1	1,264	6.4	340	1.7	13,903	70.5	19,728
Graduate	33	.4	651	8.8	426	5.8	508	6.9	31	.4	5,732	77.7	7,381
TOTAL	110	.4	3,797	14.0	1,424	5.3	1,772	6.5	371	1.4	19,635	72.4	27,109
RIVERSIDE													
Undergraduate	28	.9	201	6.3	207	6.5	310	9.8	30	.9	2,400	75.6	3,176
Graduate	7	.5	103	7.6	53	3.9	115	8.5	5	.4	1,073	79.1	1,356
TOTAL	35	.8	304	6.7	260	5.7	425	9.4	35	.8	3,473	76.6	4,532
SAN DIEGO													
Undergraduate	39	.5	609	7.2	347	4.1	490	5.8	245	2.9	6,734	79.6	8,464
Graduate	7	.5	109	7.6	27	1.9	88	6.2	7	.5	1,188	83.3	1,426
TOTAL	46	.5	718	7.3	374	3.8	578	5.8	252	2.5	7,922	80.1	9,890
SAN FRANCISCO													
Undergraduate	3	1.2	41	16.3	8	3.2	11	4.4	5	2.0	184	73.0	252
Graduate	7	.3	346	16.1	105	4.9	160	7.4	28	1.3	1,507	70.0	2,153
TOTAL	10	.4	387	16.1	113	4.7	171	7.1	33	1.4	1,691	70.3	2,405
SANTA BARBARA													
Undergraduate	95	.8	555	4.6	277	2.3	722	6.0	68	.6	10,288	85.7	12,005
Graduate	4	.4	50	5.4	20	2.2	80	8.6	3	.3	773	83.3	930
TOTAL	99	.8	605	4.7	297	2.3	802	6.2	71	.5	11,061	85.5	12,935
SANTA CRUZ													
Undergraduate	29	.5	239	4.4	118	2.1	318	5.8	12	.2	4,774	86.4	5,490
Graduate	1	.4	7	3.1	5	2.2	8	3.5	1	.4	206	90.4	228
TOTAL	30	.5	246	4.3	123	2.2	326	5.7	13	.3	4,980	87.1	5,718
SYSTEMWIDE													
Undergraduate	483	.5	10,974	12.3	3,474	3.9	5,081	5.7	1,304	1.5	68,200	76.2	89,516
Graduate	132	.5	2,205	8.7	996	3.9	1,463	5.8	117	.5	20,394	80.6	25,307
TOTAL	615	.5	13,179	11.5	4,470	3.9	6,544	5.7	1,421	1.2	88,594	77.2	114,823

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Table 4.9

University of California
Domestic Student Enrollment
Fall 1981

Assistant Academic Vice President
Student Academic Services
Admissions and Outreach
June, 1982

CAMPUS	American Indian		Asian		Black		Chicano/ Latino		Pilipino		White/ Other		Total Respondents
	#	%	#	%	#	%	#	%	#	%	#	%	
BERKELEY													
Undergraduate	102	.5	3,886	19.3	786	3.9	903	4.5	407	2.0	14,013	69.7	20,097
Graduate	65	.8	563	7.2	287	3.7	334	4.3	42	.5	6,559	83.6	7,850
TOTAL	167	.6	4,449	15.9	1,073	3.8	1,237	4.4	449	1.6	20,572	73.6	27,947
DAVIS													
Undergraduate	73	.6	1,394	10.7	399	3.1	570	4.4	196	1.5	10,442	79.9	13,074
Graduate	23	.7	208	6.5	46	1.4	115	3.6	13	.4	2,804	87.4	3,209
TOTAL	96	.6	1,602	9.8	445	2.7	685	4.2	209	1.3	13,246	81.3	16,283
IRVINE													
Undergraduate	48	.6	1,210	16.0	354	4.7	624	8.2	143	1.9	5,190	68.6	7,569
Graduate	6	.6	82	7.7	23	2.2	81	7.6	3	.3	873	81.7	1,068
TOTAL	54	.6	1,292	15.0	377	4.4	705	8.2	146	1.7	6,063	70.2	8,637
LOS ANGELES													
Undergraduate	64	.3	3,407	16.4	1,132	5.4	1,389	6.7	402	1.9	14,424	69.3	20,818
Graduate	38	.5	670	9.4	371	5.2	494	7.0	26	.4	5,507	77.5	7,106
TOTAL	102	.4	4,077	14.6	1,503	5.4	1,883	6.7	428	1.5	19,931	71.4	27,924
RIVERSIDE													
Undergraduate	24	.8	224	7.4	178	5.9	269	8.9	36	1.2	2,301	75.9	3,032
Graduate	4	.3	86	6.7	55	4.3	104	8.1	8	.6	1,023	79.9	1,280
TOTAL	28	.6	310	7.2	233	5.4	373	8.7	44	1.0	3,324	77.1	4,312
SAN DIEGO													
Undergraduate	50	.6	651	7.4	341	3.9	532	6.0	275	3.1	6,998	79.1	8,847
Graduate	6	.5	62	5.6	22	2.0	56	5.0	5	.5	960	86.4	1,111
TOTAL	56	.6	713	7.2	363	3.6	588	5.9	280	2.8	7,958	79.9	9,958
SAN FRANCISCO													
Undergraduate	2	1.1	23	13.1	3	1.7	7	4.0	1	.6	140	79.5	176
Graduate	11	.5	368	16.1	109	4.8	179	7.8	32	1.4	1,589	69.5	2,288
TOTAL	13	.5	391	15.9	112	4.5	186	7.5	33	1.3	1,729	70.2	2,464
SANTA BARBARA													
Undergraduate	82	.7	640	5.1	262	2.1	762	6.1	86	.7	10,707	85.4	12,539
Graduate	8	.8	45	4.8	19	2.0	81	8.6	4	.4	786	83.4	943
TOTAL	90	.7	685	5.1	281	2.1	843	6.3	90	.7	11,493	85.2	13,482
SANTA CRUZ													
Undergraduate	31	.5	325	5.6	133	2.3	319	5.5	27	.5	4,932	85.5	5,767
Graduate	1	.3	12	4.2	7	2.4	16	5.6	2	.7	250	86.8	288
TOTAL	32	.5	337	5.6	140	2.3	335	5.5	29	.5	5,182	85.6	6,055
SYSTEMWIDE													
Undergraduate	476	.5	11,760	12.8	3,588	3.9	5,375	5.8	1,573	1.7	69,147	75.2	91,919
Graduate	162	.6	2,096	8.3	939	3.7	1,460	5.8	135	.5	20,351	80.9	25,143
TOTAL	638	.5	13,856	11.8	4,527	3.9	6,835	5.8	1,708	1.5	89,498	76.5	117,062

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Table 4.10

ETHNIC GROUP PERCENTAGES IN THE CALIFORNIA STATE UNIVERSITY, 1973-1981

	1973	1974	1975	1976	1977	1978	1979	1980	1981
No Response	26.9	23.2	25.2	24.2	24.0	-	-	-	-
Decline to State	-	-	-	-	-	5.1	8.9	11.0	8.4
Not Surveyed	-	-	-	-	-	19.3	17.9	13.7	8.5
By Ethnic Group									
American Indian	1.2	1.4	1.6	1.3	1.2	1.4	1.4	1.3	2.5
Asian	6.1	5.8	5.9	6.5	5.9	6.6	7.1	7.5	7.9
Black, Non-Hispanic	6.3	6.1	6.5	6.8	6.8	7.7	7.4	7.0	6.9
Filipino	-	-	-	0.5	0.8	1.1	1.3	1.4	1.5
Mexican American	-	5.5	5.9	6.3	6.4	6.8	6.9	7.0	6.5
Other Hispanic	-	1.0	1.2	1.3	1.3	1.8	2.0	2.2	2.5
Spanish Surname	6.5	-	-	-	-	-	-	-	-
Pacific Islanders	0.9	0.8	1.1	1.0	0.8	0.7	0.6	0.4	0.5
White, Non-Hispanic	79.0	79.4	77.8	76.4	76.6	73.9	73.4	73.1	71.7

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

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Table 4.11

CSU ETHNIC ENROLLMENT BY PERCENT DISTRIBUTION*, FALL 1981

Campus	American Indian	Asian	Black	Filipino	Mexican American	Other Hispanic	Pacific Islanders	White Non-Hispanic	Declined to State	Other	Non-Resident Alien
Bakersfield	6.2	2.2	7.5	1.3	8.6	2.2	0.2	71.8	2.5	16.1	2.4
Chico	1.5	1.8	2.0	0.2	3.6	0.5	0.4	90.2	0.1	6.5	4.2
Dominguez Hills	2.9	7.1	38.5	2.0	6.5	2.4	0.7	39.9	3.3	3.7	3.2
Fresno	1.3	4.7	3.9	0.9	12.2	1.2	0.3	75.5	0.3	15.0	7.6
Fullerton	4.8	6.5	2.9	0.7	5.7	2.8	0.4	76.3	4.5	7.2	1.7
Hayward	2.5	9.6	12.0	2.1	3.5	2.7	0.4	67.1	4.8	2.0	2.6
Humboldt	3.1	1.4	0.5	0.1	2.2	0.8	0.5	91.4	0.0	18.1	0.6
Long Beach	3.1	10.9	8.9	2.1	5.8	3.0	0.9	65.3	3.0	10.3	2.4
Los Angeles	0.7	19.6	14.6	2.3	21.0	4.9	0.2	36.7	26.5	4.3	5.5
Northridge	2.3	6.8	6.2	0.9	5.2	3.5	0.4	74.6	10.7	5.0	2.7
Pomona	1.2	9.5	3.9	1.4	9.0	2.9	0.3	71.8	3.6	16.4	3.0
Sacramento	3.3	6.8	6.0	1.2	4.8	1.4	0.1	76.4	35.0	1.9	3.5
San Bernardino	3.9	1.9	10.3	0.6	13.2	3.2	0.5	66.5	13.6	12.4	1.2
San Diego	2.3	3.4	3.9	1.9	5.3	2.1	0.6	80.5	3.1	0.7	3.1
Calexico Center	1.3	1.9	1.9	0.3	53.5	3.2	0.0	37.9	1.0	1.3	0.8
San Francisco	1.8	16.7	8.5	3.9	2.8	3.7	0.4	62.2	0.0	22.6	4.1
San Jose	3.4	11.8	6.3	2.4	5.9	2.7	0.6	67.0	14.6	11.3	4.0
San Luis Obispo	1.6	4.8	1.5	0.4	3.1	1.5	0.4	87.0	3.6	8.5	0.9
Sonoma	2.1	1.6	3.5	0.5	2.5	1.8	0.5	87.4	8.3	5.7	3.1
Stanislaus	1.8	2.1	4.0	0.2	6.8	1.4	0.3	83.3	3.9	4.1	4.4
Totals	2.5	7.9	6.9	1.5	6.5	2.5	0.5	71.7	8.4	8.5	3.3

*Percent distribution by ethnic group is based on students indicating an ethnic group. The "declined to state", "other", and non-resident alien percentages are based on total enrollment.

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

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Table 4.12

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

DECLINED TO STATE*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	12	17	18	6	29	3	85
Chico	0	0	0	0	0	0	0
Dominguez Hills	47	21	52	60	50	41	271
Fresno	4	4	6	16	4	10	44
Fullerton	110	117	284	277	99	158	1045
Hayward	84	49	141	86	112	81	553
Humboldt	0	0	0	0	0	0	0
Long Beach	138	98	182	250	125	159	952
Los Angeles	959	630	1382	820	978	1118	5887
Northridge	263	372	697	990	261	418	3001
Pomona	88	67	108	243	48	30	584
Sacramento	684	891	1832	2609	895	1016	7927
San Bernardino	61	63	124	162	174	93	677
San Diego	112	133	227	195	202	164	1033
Calexico Center	0	1	0	1	2	0	4
San Francisco	0	0	0	0	0	0	0
San Jose	102	295	689	1536	419	595	3636
San Luis Obispo	32	70	142	321	9	21	595
Sonoma	28	46	110	137	98	33	452
Stanislaus	14	13	17	21	68	10	143
Totals	2738	2887	6011	7730	3573	3950	26889

*Students surveyed but declined to state (Code D)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.12 (Continued)

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

OTHER*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	45	57	126	105	141	75	549
Chico	94	112	177	358	101	88	930
Dominguez Hills	49	29	74	67	43	41	303
Fresno	506	279	455	375	346	472	2433
Fullerton	151	212	369	530	150	261	1673
Hayward	32	24	46	72	33	28	235
Humboldt	177	198	324	374	158	118	1349
Long Beach	660	417	637	839	323	399	3275
Los Angeles	58	109	165	303	130	179	944
Northridge	351	202	354	293	83	125	1408
Pomona	613	520	623	520	335	44	2655
Sacramento	65	40	125	130	29	47	436
San Bernardino	56	67	114	178	119	83	617
San Diego	33	26	38	54	41	34	226
Calexico Center	0	1	1	1	2	0	5
San Francisco	1159	574	1339	869	928	671	5540
San Jose	265	227	607	625	630	476	2830
San Luis Obispo	313	279	335	326	67	76	1396
Sonoma	18	24	55	119	70	24	310
Stanislaus	13	16	30	39	22	10	130
Totals	4658	3413	5994	6177	3751	3251	27244

*Invalid response, not surveyed, or "Other" (Codes 8 and 9)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.13

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

	Ethnic Group	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Totals
A	Number							
1.	American Indian	1440	869	1758	1062	713	502	6344
2.	Asian	3701	2694	4677	5569	1613	1910	20164
3.	Black, Non-Hispanic	3701	2758	4133	4136	1523	1352	17603
4.	Filipino	1003	629	924	955	222	188	3921
5.	Mexican American	3335	2292	3837	4369	1533	1124	16490
6.	Other Hispanic	1306	879	1524	1549	633	553	6444
7.	Pacific Islanders	182	161	292	342	78	100	1155
8.	White, Non-Hispanic	28897	24180	42286	43796	18377	20139	182675
9.	Declined to State	2738	2887	6011	7730	3573	3950	26889
10.	Other	4658	3413	5994	6177	3751	3251	27244
11.	Non-Resident Aliens	1408	1304	2182	2814	628	2300	10636
12.	Totals, Items 1-10	52369	42066	73618	83499	32644	35369	319565
B	Percent Distribution*							
1.	American Indian	3.3	2.5	3.0	1.6	2.9	1.9	2.5
2.	Asian	8.5	7.8	7.8	8.3	6.5	7.4	7.9
3.	Black	8.5	8.0	7.0	6.2	6.2	5.2	6.9
4.	Filipino	2.3	1.8	1.6	1.4	0.9	0.7	1.5
5.	Mexican American	7.7	6.7	6.4	6.5	6.2	4.3	6.5
6.	Other Hispanic	3.0	2.6	2.6	2.3	2.6	2.1	2.5
7.	Pacific Islander	0.4	0.5	0.5	0.5	0.3	0.4	0.5
8.	White, Non-Hispanic	66.3	70.2	71.2	73.1	74.4	77.9	71.7
9.	Declined to State	(5.2)	(6.9)	(8.2)	(9.3)	(10.9)	(11.2)	(8.4)
10.	Other	(8.9)	(8.1)	(8.1)	(7.4)	(11.5)	(9.2)	(8.5)
11.	Non-Resident Aliens	(2.7)	(3.1)	(3.0)	(3.4)	(1.9)	(6.5)	(3.3)
12.	Totals	100.0	100.0	100.0	100.0	100.0	100.0	100.0

*Percent distribution by ethnic group is based on students indicating an ethnic group.

The "declined to state", "other", and non-resident alien percentages are based on total enrollment.

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.14

CSU ENROLLMENT BY STUDENT LEVEL, FALL 1981

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	511	482	734	662	682	329	3400
Chico	2541	2531	3667	3802	1000	735	14276
Dominguez Hills	932	921	1931	2013	1399	1073	8269
Fresno	2826	2280	3762	4311	1265	1798	16242
Fullerton	3801	2737	6129	5794	2064	2759	23284
Hayward	1849	1464	2380	2723	1681	1386	11483
Humboldt	1313	1153	1735	2232	551	476	7460
Long Beach	6209	3815	7138	7736	3263	3767	31928
Los Angeles	2899	2431	4501	5413	2957	3979	22180
Northridge	4962	3721	6410	7344	2433	3156	28026
Pomona	3505	2577	3180	5029	1399	480	16170
Sacramento	3224	2677	5732	5869	2351	2809	22662
San Bernardino	719	528	1023	1128	1102	461	4961
San Diego	5786	4989	7233	8124	3220	3978	33330
Calexico Center	3	13	109	100	159	0	384
San Francisco	3535	2823	6029	6263	2070	3747	24467
San Jose	3149	2892	6042	7097	2684	3081	24945
San Luis Obispo	3397	3025	3609	5471	361	529	16392
Sonoma	523	482	1397	1500	1088	433	5423
Stanislaus	685	525	877	888	915	393	4283
Totals	52369	42066	73618	83499	32644	35369	319565

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.15

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

AMERICAN INDIAN*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	43	19	38	28	22	16	166
Chico	46	38	45	26	17	13	185
Dominguez Hills	29	32	56	46	32	22	217
Fresno	24	17	59	50	4	9	163
Fullerton	322	91	318	72	113	52	968
Hayward	52	38	64	56	31	16	257
Humboldt	36	34	45	50	11	10	186
Long Beach	196	113	238	116	101	66	830
Los Angeles	14	14	23	23	7	23	104
Northridge	159	84	131	67	54	35	530
Pomona	36	15	29	61	9	2	152
Sacramento	116	63	117	62	49	37	444
San Bernardino	26	17	38	16	38	7	142
San Diego	146	123	163	123	94	63	712
Calexico Center	0	0	1	0	4	0	5
San Francisco	51	32	94	69	21	54	321
San Jose	94	87	192	105	66	51	595
San Luis Obispo	28	32	56	56	15	16	203
Sonoma	13	11	34	22	12	4	96
Stanislaus	9	9	17	14	13	6	68
Totals	1440	869	1758	1062	713	502	6344

*American Indian, Native American, Alaskan Native (Code 1)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.16

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

ASIAN*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	12	9	13	8	14	2	58
Chico	31	27	67	88	13	7	233
Dominguez Hills	95	76	103	103	90	57	524
Fresno	87	62	140	197	47	50	583
Fullerton	231	167	344	276	127	167	1312
Hayward	197	139	198	261	120	86	1001
Humboldt	20	5	16	29	10	4	84
Long Beach	650	432	631	717	249	255	2934
Los Angeles	466	392	534	753	282	337	2764
Northridge	360	185	313	387	111	188	1544
Pomona	239	166	231	423	85	40	1184
Sacramento	128	126	272	232	68	98	924
San Bernardino	17	7	10	15	15	5	69
San Diego	221	146	235	265	93	108	1068
Calexico Center	0	0	1	1	5	0	7
San Francisco	446	352	834	933	108	314	2987
San Jose	343	275	549	582	146	162	2057
San Luis Obispo	134	113	147	264	6	15	679
Sonoma	3	7	20	24	10	6	72
Stanislaus	19	8	19	11	14	9	80
Totals	3701	2694	4677	5569	1613	1910	20164

*Chinese, Japanese, Korean, or Asian Mainland (Code 5)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.17

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

BLACK NON-HISPANIC*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	62	37	29	38	18	16	200
Chico	71	52	65	51	9	6	254
Dominguez Hills	321	315	749	754	460	261	2860
Fresno	94	100	132	101	19	43	489
Fullerton	153	98	138	128	38	31	586
Hayward	268	203	240	275	163	99	1248
Humboldt	12	7	3	6	2	2	32
Long Beach	639	371	524	538	156	173	2401
Los Angeles	250	234	470	592	194	326	2066
Northridge	432	290	316	278	66	43	1425
Pomona	119	79	112	131	35	11	487
Sacramento	199	133	234	125	63	57	811
San Bernardino	59	33	87	97	61	33	370
San Diego	331	207	264	265	86	56	1209
Calexico Center	0	2	2	1	2	0	7
San Francisco	278	263	400	405	66	120	1532
San Jose	275	232	254	225	55	61	1102
San Luis Obispo	77	50	37	44	1	6	215
Sonoma	37	31	36	37	13	5	159
Stanislaus	24	21	41	45	16	3	150
Totals	3701	2758	4133	4136	1523	1352	17603

*Black, Afro-American, Negro (persons of African Ancestry) (Code 2)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.18

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

FILIPINO*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	7	7	4	7	8	2	35
Chico	4	5	5	5	1	1	21
Dominguez Hills	22	22	31	46	15	9	145
Fresno	21	14	31	31	4	9	110
Fullerton	32	19	42	24	13	8	138
Hayward	61	42	52	47	12	8	222
Humboldt	3	0	3	0	1	0	7
Long Beach	150	75	111	124	52	42	554
Los Angeles	61	56	66	105	14	18	320
Northridge	55	33	44	52	15	11	210
Pomona	51	25	39	44	10	3	172
Sacramento	41	29	54	27	8	5	164
San Bernardino	2	3	5	6	5	0	21
San Diego	183	111	118	130	30	23	595
Calexico Center	0	0	0	0	1	0	1
San Francisco	169	118	189	188	13	30	707
San Jose	113	64	109	102	12	17	417
San Luis Obispo	23	4	8	12	2	2	51
Sonoma	3	2	10	4	4	0	23
Stanislaus	2	0	3	1	2	0	8
Totals	1003	629	924	955	222	188	3921

*Code F

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.19

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

MEXICAN AMERICAN*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	45	44	50	47	33	13	232
Chico	121	81	100	121	22	16	461
Dominguez Hills	82	66	108	110	73	45	484
Fresno	315	251	388	407	88	80	1529
Fullerton	227	132	301	294	93	93	1140
Hayward	76	45	81	90	45	32	369
Humboldt	34	28	32	29	6	3	132
Long Beach	402	192	383	342	121	127	1567
Los Angeles	557	409	600	829	326	244	2965
Northridge	239	178	274	334	104	68	1197
Pomona	287	182	224	346	66	15	1120
Sacramento	124	80	176	147	61	56	644
San Bernardino	84	62	90	129	82	29	476
San Diego	297	222	390	418	171	144	1642
Calexico Center	3	7	66	62	61	0	199
San Francisco	84	69	151	132	18	39	493
San Jose	192	124	260	280	85	87	1028
San Luis Obispo	97	71	87	159	15	13	442
Sonoma	20	16	19	28	22	6	111
Stanislaus	49	33	57	65	41	14	259
Totals	3335	2292	3837	4369	1533	1124	16490

*Chicano, Mexican American (Code 3)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.20

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

OTHER HISPANIC*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	15	8	14	6	13	4	60
Chico	14	15	17	14	4	4	68
Dominguez Hills	34	18	38	30	40	16	176
Fresno	23	32	39	36	13	10	153
Fullerton	131	65	153	111	52	49	561
Hayward	48	39	60	67	43	27	284
Humboldt	12	12	10	13	2	2	51
Long Beach	193	106	196	164	73	66	798
Los Angeles	106	85	137	192	74	102	696
Northridge	197	104	161	195	61	72	810
Pomona	90	71	55	114	25	3	358
Sacramento	33	25	51	30	31	16	186
San Bernardino	17	12	27	25	28	5	114
San Diego	110	100	157	154	74	48	643
Calexico Center	0	0	4	5	3	0	12
San Francisco	125	78	158	187	35	74	657
San Jose	99	51	138	107	35	39	469
San Luis Obispo	44	41	52	69	1	8	215
Sonoma	9	7	24	23	14	3	80
Stanislaus	6	10	13	7	12	5	53
Totals	1306	879	1524	1549	633	553	6444

*Central American, Latin American, Puerto Rican, South American (Code 4)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.21

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

PACIFIC ISLANDERS*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca-laureate	Graduate	Total
Bakersfield	0	0	2	3	0	1	6
Chico	10	9	10	14	4	3	50
Dominguez Hills	12	4	8	16	8	7	55
Fresno	5	7	11	11	1	5	40
Fullerton	8	7	22	27	4	5	73
Hayward	6	6	9	14	2	3	40
Humboldt	2	6	5	14	1	0	28
Long Beach	35	25	59	62	29	37	247
Los Angeles	4	2	12	4	2	1	25
Northridge	5	10	20	32	3	10	80
Pomona	9	9	6	12	1	3	40
Sacramento	1	3	8	3	1	1	17
San Bernardino	3	3	3	2	4	2	17
San Diego	33	29	49	49	6	8	174
Calexico Center	0	0	0	0	0	0	0
San Francisco	14	9	21	15	3	8	70
San Jose	25	18	26	27	4	5	105
San Luis Obispo	5	8	10	28	1	0	52
Sonoma	1	4	9	5	3	1	23
Stanislaus	4	2	2	4	1	0	13
Totals	182	161	292	342	73	100	1155

*Code 6

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.22

CSU ETHNIC GROUP ENROLLMENT, FALL 1981

WHITE NON-HISPANIC*

Campus	Freshman	Sophomore	Junior	Senior	Post Bacca- laureate	Graduate	Total
Bakersfield	244	262	432	404	392	192	1926
Chico	2059	2094	3014	2985	784	545	11481
Dominguez Hills	194	299	663	736	559	516	2967
Fresno	1492	1335	2266	2796	711	858	9458
Fullerton	2419	1796	4052	3932	1359	1833	15389
Hayward	990	835	1431	1685	1097	936	6974
Humboldt	1008	857	1285	1707	352	336	5545
Long Beach	3019	1907	4042	4412	1985	2220	17585
Los Angeles	331	381	819	1395	865	1393	5184
Northridge	2816	2140	3884	4492	1655	2067	17054
Pomona	1934	1380	1681	2940	711	285	8931
Sacramento	1759	1237	2745	2162	1123	1293	10319
San Bernardino	378	255	517	483	562	201	2396
San Diego	4188	3766	5375	6259	2390	3020	24998
Calexico Center	0	2	31	29	79	0	141
San Francisco	1033	1181	2622	3240	863	2219	11158
San Jose	1578	1435	3028	3234	1129	1292	11696
San Luis Obispo	2634	2330	2699	4158	239	330	12390
Sonoma	347	313	1049	1082	834	302	3927
Stanislaus	474	377	651	565	688	301	3156
Totals	28897	24180	42286	48796	18377	20139	182675

*Caucasian, White (Code 7)

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.23

SYSTEMWIDE FALL ENROLLMENT BY ETHNIC GROUP

1980 AND 1981 ENROLLMENT AND 1982-1986 PROJECTIONS

	Actual enrollment		Projections				
	80 %	81 %	82 %	83 %	84 %	85 %	86 %
American Indian	.013	.025	.014	.014	.014	.014	.014
Asian	.079	.084	.089	.091	.092	.094	.094
Black	.070	.069	.070	.069	.069	.068	.068
Filipino	.014	.015	.016	.017	.017	.018	.018
Hispanic	.092	.090	.095	.096	.097	.098	.098
Total Ethnic	.268	.283	.284	.287	.290	.293	.294
White/Other	.732	.717	.716	.713	.710	.707	.706

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (Special Tabulations).

Table 4.24

PERCENT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, AT UNDERGRADUATE/GRADUATE STUDENT LEVELS
FALL 1977

UNDERGRADUATE

	CALIFORNIA COMMUNITY COLLEGES[1]		CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female	Male	Female
White	69.5	72.8	50.8	53.4	69.1	70.6
Black	10.2	10.4	4.3	5.8	3.1	4.4
Hispanic	11.5	9.6	6.0	5.3	5.3	4.6
Asian	6.0	5.0	5.2	5.5	10.1	10.3
American Indian	1.6	1.5	0.9	0.8	0.5	0.5
Other	—	—	5.3	5.0	1.4	1.0
Non-Resident Alien	1.2	0.7	3.5	1.7	2.4	1.2
No Response	—	—	24.0	22.4	8.1	7.3

GRADUATE

	CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female
White	48.6	52.1	56.3	66.3
Black	2.8	3.8	2.5	4.4
Hispanic	4.1	3.4	4.0	3.6
Asian	4.8	4.1	5.1	5.7
American Indian	0.7	0.6	0.3	0.5
Other	5.0	4.2	1.2	0.9
Non-Resident Alien	4.5	1.9	11.9	5.6
No Response	29.5	29.8	18.7	13.0

[1] Other and No Response were prorated among reported ethnic categories.

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 53.

Table 4.25

PERCENT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, AT UNDERGRADUATE/GRADUATE STUDENT LEVELS
FALL 1978

UNDERGRADUATE

	CALIFORNIA COMMUNITY COLLEGES		CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female	Male	Female
White	61.7	65.7	52.4	55.3	68.8	70.9
Black	8.7	8.4	5.1	7.0	3.0	4.3
Hispanic	10.3	8.8	6.9	6.5	5.4	4.8
Asian	4.9	3.9	6.4	6.7	10.8	10.8
American Indian	1.4	1.3	1.1	1.1	0.5	0.5
Other	2.7	2.3	2.7	2.8	1.4	1.0
Non-Resident Alien	1.0	0.4	3.8	1.5	3.0	1.4
No Response	9.3	9.2	21.5	19.3	7.1	6.4

GRADUATE

	CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female
White	49.8	55.7	55.2	64.4
Black	3.2	4.5	2.2	4.1
Hispanic	4.7	4.4	3.7	3.8
Asian	5.7	4.8	5.2	5.6
American Indian	0.9	0.8	0.3	0.5
Other	2.5	2.3	1.1	0.9
Non-Resident Alien	5.4	2.0	12.7	6.5
No Response	27.7	25.6	19.6	14.3

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 54.

Table 4.26

PERCENT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, AT UNDERGRADUATE/GRADUATE STUDENT LEVELS FALL 1979

UNDERGRADUATE

	CALIFORNIA COMMUNITY COLLEGES		CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female	Male	Female
White	60.9	64.9	50.5	53.1	68.6	70.5
Black	8.5	8.3	4.6	6.5	3.0	4.3
Hispanic	10.5	9.0	6.8	6.5	5.5	5.0
Asian	5.7	4.6	6.7	6.7	11.7	11.6
American Indian	1.3	1.2	1.0	1.0	0.5	0.5
Other	2.6	2.1	2.4	2.4	1.3	1.0
Non-Resident Alien	2.4	1.4	4.1	1.5	3.4	1.8
No Response	8.0	8.5	23.9	22.3	6.1	5.3

GRADUATE

	CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female
White	47.1	53.2	60.8	65.7
Black	3.0	4.1	2.3	4.1
Hispanic	4.9	4.6	4.0	4.0
Asian	6.0	4.5	5.8	6.0
American Indian	0.8	0.8	0.3	0.4
Other	2.2	2.0	0.8	0.7
Non-Resident Alien	5.9	2.2	14.0	7.5
No Response	30.1	28.6	11.9	11.6

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 56.

Table 4.27

PERCENT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, AT UNDERGRADUATE/GRADUATE STUDENT LEVELS
FALL 1980

UNDERGRADUATE

	CALIFORNIA COMMUNITY COLLEGES		CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
White	61.3	65.7	51.8	54.8	67.6	69.6
Black	8.2	8.2	4.6	6.4	2.9	4.4
Hispanic	10.5	9.2	7.1	7.0	5.8	5.3
Asian	6.5	5.0	7.3	7.0	13.0	12.4
American Indian	1.4	1.3	1.0	1.0	0.5	0.5
Other	2.4	1.9	1.8	1.7	2.0	1.6
Non-Resident Alien	2.3	1.5	4.5	1.7	2.9	1.6
No Response	7.4	7.2	22.0	20.4	5.4	4.7

GRADUATE

	CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	**Female**	**Male**	**Female**
White	47.1	52.8	59.9	63.4
Black	2.9	4.0	2.4	3.9
Hispanic	5.1	5.0	4.3	4.1
Asian	6.2	4.2	7.5	7.0
American Indian	0.8	0.7	0.3	0.4
Other	1.7	1.7	2.0	1.8
Non-Resident Alien	6.4	2.7	9.4	7.4
No Response	29.8	28.8	7.8	7.0

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 57.

Table 4.28

PERCENT OF STUDENTS ENROLLED BY ETHNICITY, BY SEX, AT UNDERGRADUATE/GRADUATE STUDENT LEVELS FALL 1981

UNDERGRADUATE

	CALIFORNIA COMMUNITY COLLEGES[1]		CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female	Male	Female
White	58.6	63.2	55.5	58.4	66.8	68.6
Black	8.1	8.0	4.9	6.7	2.8	4.4
Hispanic	11.2	9.9	7.5	7.6	5.8	5.1
Asian	7.1	5.4	8.6	8.1	14.1	13.5
American Indian	1.5	1.5	2.0	2.1	0.5	0.5
Other	2.2	1.8	1.8	1.8	1.8	1.7
Non-Resident Alien	2.9	1.8	4.5	1.6	3.1	1.8
No Response	8.4	8.4	15.2	13.4	5.1	4.5

GRADUATE

	CALIFORNIA STATE UNIVERSITY		UNIVERSITY OF CALIFORNIA	
	Male	Female	Male	Female
White	53.0	59.1	57.8	62.7
Black	3.5	4.8	2.4	3.5
Hispanic	5.7	5.6	4.1	4.3
Asian	7.4	5.0	7.2	6.9
American Indian	1.6	1.8	0.4	0.5
Other	1.9	1.5	0.9	0.8
Non-Resident Alien	6.5	2.8	13.5	6.6
No Response	20.5	19.4	13.8	14.8

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 57.

Table 4.29

PARTICIPATION, REPRESENTATION AND DISTRIBUTION OF AMERICAN INDIAN STUDENTS IN POSTSECONDARY DEGREE-GRANTING INSTITUTIONS
FALL 1975 TO FALL 1980

		Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980
California Community Colleges							
	Number Enrolled	11,141	15,118	13,027	12,751	11,388	17,137
	Percent		1.63	1.50	1.48	1.46	1.52
	Distribution Index		1.11	1.10	1.10	1.11	1.10
California State University and Colleges							
Undergraduate	Number Enrolled	3,150	2,312	2,121	2,568	2,402	2,457
	Percent	1.75	1.30	1.28	1.45	1.34	1.29
	Distribution Index		0.89	0.94	1.08	1.02	0.93
Graduate	Number Enrolled	664	591	497	556	517	510
	Percent	1.34	1.20	1.09	1.21	1.14	1.10
	Distribution Index		1.59	1.37	1.69	1.75	1.80
Total	Number Enrolled	3,814	2,903	2,618	3,124	2,919	2,967
	Percent	1.66	1.28	1.24	1.40	1.30	1.25
	Distribution Index		0.92	0.95	1.10	1.05	0.95
University of California							
Undergraduate	Number Enrolled	443	438	448	462	432	479
	Percent	0.53	0.54	0.56	0.56	0.49	0.53
	Distribution Index		0.37	0.41	0.42	0.37	0.38
Graduate	Number Enrolled	145	165	134	134	141	142
	Percent	0.49	0.60	0.51	0.51	0.43	0.43
	Distribution Index		0.79	0.63	0.71	0.66	0.70
Total	Number Enrolled	588	603	582	596	573	621
	Percent		0.56	0.54	0.55	0.48	0.51
	Distribution Index		0:40	0.42	0.43	0.39	0.39
Independent Institutions							
Undergraduate	Number Enrolled		753	573	495	474	931
	Percent		0.90	0.76	0.54	0.67	0.79
	Distribution Index		0.62	0.56	0.40	0.51	0.57
Graduate	Number Enrolled		222	401	320	223	286
	Percent		0.42	0.70	0.47	0.40	0.39
	Distribution Index		0.56	0.67	0.65	0.62	0.64
Total	Number Enrolled		975	974	815	697	1,217
	Percent		0.72	0.74	0.51	0.55	0.64
	Distribution Index		0.51	0.56	0.40	0.44	0.49
Combined							
Undergraduate	Number Enrolled		18,621	16,169	16,276	14,696	21,004
	Percent		1.47	1.36	1.34	1.31	1.38
Graduate	Number Enrolled		978	1,032	1,010	881	938
	Percent		0.76	0.80	0.72	0.65	0.61
Total	Number Enrolled		19,599	17,201	17,286	15,577	21,942
	Percent		1.40	1.31	1.28	1.24	1.31

Source: *Equal Education Opportunity in California Postsecondary Education, Part IV*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

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Table 4.30

PARTICIPATION, REPRESENTATION AND DISTRIBUTION OF ASIAN STUDENTS IN POSTSECONDARY DEGREE-GRANTING INSTITUTIONS FALL 1975 TO FALL 1980

		Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980
California Community Colleges							
	Number Enrolled	36,766	41,564	45,238	48,354	51,614	72,501
	Percent		4.47	5.21	5.61	6.61	6.43
	Distribution Index		0.85	0.86	0.85	0.92	0.92
California State University and Colleges							
Under-graduate	Number Enrolled	10,723	12,779	12,927	15,525	13,506	14,714
	Percent	5.96	7.21	7.81	8.79	7.53	7.74
	Distribution Index		1.37	1.29	1.33	1.05	1.10
Graduate	Number Enrolled	3,013	3,485	3,208	3,539	3,035	3,055
	Percent	6.06	7.08	7.06	7.72	6.70	6.60
	Distribution Index		1.25	1.35	1.21	1.15	1.06
Total	Number Enrolled	13,736	16,264	16,135	19,064	16,541	17,769
	Percent	5.98	7.18	7.65	8.57	7.36	7.52
	Distribution Index		1.36	1.27	1.30	1.05	1.08
University of California							
Under-graduate	Number Enrolled	8,182	8,587	9,222	9,876	9,862	10,961
	Percent	9.79	10.64	11.49	12.09	11.28	12.19
	Distribution Index		2.03	1.89	1.83	1.58	1.74
Graduate	Number Enrolled	1,883	1,930	1,939	1,963	2,124	2,718
	Percent	6.35	7.01	7.33	7.52	6.40	8.27
	Distribution Index		1.23	1.40	1.18	1.10	1.33
Total	Number Enrolled	1,006	1,052	1,116	1,184	11,986	13,679
	Percent	8.89	9.72	10.46	10.98	9.94	11.14
	Distribution Index		1.84	1.73	1.67	1.42	1.61
Independent Institutions							
Under-graduate	Number Enrolled		3,692	4,716	6,466	5,097	8,662
	Percent		4.43	6.27	7.05	7.22	7.37
	Distribution Index		0.84	1.03	1.07	1.01	1.05
Graduate	Number Enrolled		1,933	2,451	3,453	2,748	3,756
	Percent		3.67	4.29	5.04	4.92	5.12
	Distribution Index		0.50	0.62	0.79	0.84	0.82
Total	Number Enrolled		5,625	7,167	9,919	7,845	12,418
	Percent		4.13	5.41	6.19	6.20	6.51
	Distribution Index		0.78	0.90	0.94	0.88	0.94
Combined							
Under-graduate	Number Enrolled		66,622	72,103	80,221	80,079	106,838
	Percent		5.24	6.07	6.62	7.16	7.01
Graduate	Number Enrolled		7,348	7,598	8,955	7,907	9,529
	Percent		5.68	5.22		5.84	6.23
Total	Number Enrolled				...	87,986	116,367
	Percent					7.02	6.94

Source: *Equal Education Opportunity in California Postsecondary Education, Part IV*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

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Table 4.31

PARTICIPATION, REPRESENTATION AND DISTRIBUTION OF BLACK STUDENTS IN POSTSECONDARY DEGREE-GRANTING INSTITUTIONS
FALL 1975 TO FALL 1980

		Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980
California Community Colleges							
	Number Enrolled	84,674	88,586	88,000	81,724	74,029	107,052
	Percent		9.53	10.14	9.48	9.48	9.49
	Distribution Index		1.10	1.10	1.09	1.10	1.10
California State University and Colleges							
Undergraduate	Number Enrolled	12,584	12,850	12,007	14,407	13,459	13,554
	Percent	6.99	7.25	7.26	8.15	7.50	7.13
	Distribution Index		0.84	0.79	0.94	0.87	0.83
Graduate	Number Enrolled	2,543	2,584	2,400	2,667	2,394	2,370
	Percent	5.11	5.25	5.28	5.82	5.29	5.12
	Distribution Index		1.08	1.11	1.21	1.21	1.15
Total	Number Enrolled	15,127	15,434	14,407	17,074	15,853	15,924
	Percent	6.58	6.81	6.83	7.67	7.06	6.74
	Distribution Index		0.82	0.78	0.92	0.87	0.82
University of California							
Undergraduate	Number Enrolled	3,472	3,355	3,343	3,274	3,399	3,467
	Percent	4.16	4.16	4.17	4.01	3.89	3.86
	Distribution Index		0.48	0.45	0.46	0.45	0.45
Graduate	Number Enrolled	1,312	1,235	1,157	1,056	1,117	1,148
	Percent	4.42	4.49	4.37	4.05	3.37	3.49
	Distribution Index		0.94	0.92	0.85	0.77	0.78
Total	Number Enrolled	4,784	4,590	4,500	4,330	4,516	4,615
	Percent	4.23	4.24	4.22	4.02	3.74	3.76
	Distribution Index		0.51	0.48	0.48	0.46	0.46
Independent Institutions							
Undergraduate	Number Enrolled		5,156	5,691	6,479	5,216	7,248
	Percent		6.18	7.60	7.04	7.39	6.17
	Distribution Index		0.71	0.83	0.79	0.86	0.72
Graduate	Number Enrolled		2,336	2,483	3,012	2,414	3,305
	Percent		4.44	4.36	4.39	4.32	4.50
	Distribution Index		0.93	0.92	0.91	0.99	1.01
Total	Number Enrolled		7,492	8,174	9,491	7,630	10,553
	Percent		5.51	6.11	5.85	6.03	5.53
	Distribution Index		0.66	0.72	0.70	0.74	0.67
Combined							
Undergraduate	Number Enrolled		109,947	109,041	105,884	96,103	131,321
	Percent		8.65	9.17	8.73	8.60	8.61
Graduate	Number Enrolled		6,155	6,040	6,735	5,925	6,823
	Percent		4.79	4.68	4.79	4.38	4.46
Total	Number Enrolled		116,102	115,081	112,619	102,028	138,144
	Percent		8.29	8.73	8.32	8.14	8.23

Source: *Equal Education Opportunity in California Postsecondary Education, Part IV*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

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Table 4.32

PARTICIPATION, REPRESENTATION AND DISTRIBUTION OF CHICANO STUDENTS IN POSTSECONDARY DEGREE-GRANTING INSTITUTIONS FALL 1975 TO FALL 1980

		Fall 1975	Fall 1976	Fall 1977	Fall 1978	Fall 1979	Fall 1980
California Community Colleges							
	Number Enrolled	88,017	94,367	87,621	98,306	87,813	122,538
	Percent		10.15	10.10	11.41	11.25	10.87
	Distribution Index		1.09	1.08	1.10	1.10	1.07
California State University and Colleges							
Undergraduate	Number Enrolled	13,677	13,924	13,542	15,990	16,048	17,397
	Percent	7.60	7.85	8.18	9.05	8.95	9.15
	Distribution Index		0.85	0.87	0.87	0.88	0.90
Graduate	Number Enrolled	2,643	2,829	2,728	3,079	3,146	3,372
	Percent	5.32	5.75	6.01	6.71	6.95	7.29
	Distribution Index		1.23	1.26	1.35	1.41	1.39
Total	Number Enrolled	16,320	16,753	16,270	19,069	19,194	20,769
	Percent	7.10	7.40	7.72	8.57	8.54	8.78
	Distribution Index		0.83	0.86	0.87	0.89	0.91
University of California							
Undergraduate	Number Enrolled	4,155	4,351	4,468	4,631	4,931	5,338
	Percent	4.97	5.39	5.57	5.67	5.64	5.94
	Distribution Index		0.58	0.59	0.55	0.55	0.59
Graduate	Number Enrolled	1,443	1,456	1,414	1,379	1,509	1,633
	Percent	4.86	5.29	5.34	5.28	4.55	4.97
	Distribution Index		1.13	1.12	1.06	0.93	0.95
Total	Number Enrolled	5,598	5,807	5,882	6,010	6,440	6,971
	Percent	4.94	5.37	5.51	5.58	5.34	5.68
	Distribution Index		0.61	0.62	0.57	0.55	0.59
Independent Institutions							
Undergraduate	Number Enrolled		5,315	5,934	6,740	5,337	9,208
	Percent		6.37	7.93	7.32	7.56	7.84
	Distribution Index		0.69	0.84	0.70	0.74	0.77
Graduate	Number Enrolled		1,776	2,001	2,540	2,013	3,016
	Percent		3.37	3.52	3.70	3.60	4.11
	Distribution Index		0.72	0.74	0.74	0.73	0.78
Total	Number Enrolled		7,091	7,935	9,280	7,350	12,224
	Percent		5.16	5.93	5.72	5.81	6.40
	Distribution Index		0.58	0.66	0.58	0.60	0.66
Combined							
Undergraduate	Number Enrolled		117,957	111,565	125,667	114,129	154,481
	Percent		9.28	9.39	10.36	10.21	10.13
Graduate	Number Enrolled		6,061	6,143	6,998	6,668	8,021
	Percent		4.68	4.76	4.98	4.93	5.25
Total	Number Enrolled		124,018	117,708	132,665	120,797	162,502
	Percent		8.86	8.93	9.81	9.64	9.69

Source: *Equal Education Opportunity in California Postsecondary Education, Part IV*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

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Table 4.33

Distribution of Various Majors by Racial or Ethnic Groups

	Entering Freshmen, Fall 1971	Baccalaureate Recipients, 1975-76	Master's Recipients, 1978-79	Doctorate Recipients, 1978-79
Allied Health		(N = 53,498)	(N = 12,022)	(N = 496)
Whites	84.5	90.6	89.5	93.8
Blacks	10.8	5.1	5.3	3.1
Chicanos	2.1	1.4	1.4	0.3
Puerto Ricans	0.4	0.3	0.3	—
American Indians	0.2	0.3	0.4	0.3
Arts and Humanities		(N = 132,262)	(N = 22,252)	(N = 3,334)
Whites	88.6	90.8	91.9	92.5
Blacks	7.8	4.6	3.6	3.5
Chicanos	1.2	1.9	1.6	1.5
Puerto Ricans	0.5	0.5	0.4	0.4
American Indians	0.1	0.3	0.2	0.2
Education		(N = 155,768)	(N = 109,041)	(N = 7,234)
Whites	83.8	87.0	86.2	87.5
Blacks	10.5	9.1	9.9	8.6
Chicanos	3.0	1.7	1.5	1.1
Puerto Ricans	0.7	0.4	0.4	0.3
American Indians	0.3	0.5	0.4	0.6
Physical Sciences and Mathematics		(N = 36,407)	(N = 7,284)	N = 3,185)
Whites	90.4	92.0	92.3	92.2
Blacks	6.1	4.0	2.2	1.9
Chicanos	0.7	1.2	0.8	0.6
Puerto Ricans	0.2	0.3	0.2	0.6
American Indians	0.1	0.3	0.5	0.3
Social Sciences		(N = 207,738)	(N = 38,809)	(N = 5,854)
Whites	81.0	86.7	86.6	91.4
Blacks	13.9	8.4	8.4	4.7
Chicanos	2.1	2.0	1.8	1.1
Puerto Ricans	1.0	0.5	0.5	0.3
American Indians	0.2	0.4	0.4	0.5

Table 4.33 (Continued)

	Entering Freshmen, Fall 1971	Baccalaureate Recipients, 1975-76	Graduate Enrollments, Fall 1976	Master's Recipients, 1978-79	Doctorate Recipients, 1978-79
Biological Sciences		(N = 53,797)	(N = 39,520)	(N = 6,415)	(N = 3,205)
Whites	89.3	90.4	92.6	91.4	93.3
Blacks	6.9	4.3	2.8	3.4	1.5
Chicanos	0.8	1.7	0.9	1.1	0.6
Puerto Ricans	0.7	0.4	0.2	0.3	0.2
American Indians	0.3	0.3	0.3	0.2	0.2
Business		(N = 141,040)	(N = 137,735)	(N = 45,976)	(N = 700)
Whites	82.4	88.8	91.3	90.7	94.6
Blacks	12.9	6.7	4.4	4.7	2.6
Chicanos	2.2	1.7	1.0	1.0	0.4
Puerto Ricans	0.4	0.4	0.2	0.2	0.1
American Indians	0.3	0.3	0.3	0.3	0.4
Engineering		(N = 42,688)	(N = 44,514)	(N = 11,417)	(N = 1,635)
Whites	87.9	91.3	90.4	88.3	85.8
Blacks	6.0	3.2	1.9	2.2	1.5
Chicanos	2.5	1.7	1.1	1.1	0.8
Puerto Ricans	0.7	0.4	0.3	0.3	0.2
American Indians	0.4	0.4	0.2	0.2	0.1

	Entering Freshmen, 1971	Professional Enrollments, Fall 1976	Professional Degree Recipients, 1975-76
Law		(N = 116,066)	(N = 35,254)
Whites	83.7	91.0	91.8
Blacks	10.2	4.6	4.3
Chicanos	2.0	1.7	1.5
Puerto Ricans	0.8	0.4	0.4
American Indians	0.3	0.4	0.3
Medicine, Dentistry, and Veterinary Medicine		(N = 83,601)	(N = 21,978)
Whites	88.1	89.2	89.8
Blacks	6.7	5.3	4.5
Chicanos	1.0	1.7	1.7
Puerto Ricans	0.7	0.4	0.4
American Indians	0.3	0.5	0.3

Notes: Percentages in each cell do not total 100 because the categories Asians, other Hispanics, and other have been omitted. Percentages for Chicanos and Puerto Ricans are based on their representing 60 percent and 15 percent, respectively, of all Hispanic degree recipients.

Source: Cooperative Institutional Research Program data tapes for 1971 freshmen; U.S. Department of Health, Education and Welfare (1978a, 1978b).

A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., pp. 58-59.

Table 4.34

Percentage of Each Racial or Ethnic Group Enrolled in Various Majors

	Entering Freshmen, Fall 1971	Baccalaureate Recipients, 1975-76	Master's Recipients, 1978-79	Doctorate Recipients, 1978-79
Allied Health				
Whites	9.6	6.0	5.4	2.3
Blacks	11.2	4.6	4.1	1.6
Chicanos	9.2	4.8	5.2	0.9
Puerto Ricans	6.2	4.8	5.2	0.9
American Indians	9.6	4.7	5.9	1.9
Arts and Humanities				
Whites	13.6	14.8	8.2	11.8
Blacks	11.5	10.3	4.1	9.1
Chicanos	12.1	16.3	8.9	17.9
Puerto Ricans	11.0	16.3	8.9	17.9
American Indians	7.6	12.1	5.4	6.7
Education				
Whites	9.9	16.7	37.7	24.2
Blacks	11.2	24.0	55.8	49.3
Chicanos	13.7	17.0	43.3	30.0
Puerto Ricans	10.3	17.0	43.3	30.0
American Indians	11.3	21.2	45.1	41.3
Physical Sciences and Mathematics				
Whites	5.1	4.1	2.7	11.2
Blacks	3.3	2.4	0.8	4.8
Chicanos	1.7	2.7	1.6	6.8
Puerto Ricans	2.0	2.7	1.6	6.8
American Indians	2.3	3.3	3.7	7.7
Social Sciences				
Whites	13.3	22.2	13.5	20.5
Blacks	19.9	29.6	16.8	21.6
Chicanos	12.8	26.5	18.1	23.0
Puerto Ricans	20.1	26.5	18.1	23.0
American Indians	12.3	25.3	14.6	28.8
Biological Sciences				
Whites	3.5	6.0	2.4	11.4
Blacks	2.6	3.9	1.1	3.7
Chicanos	1.3	5.7	1.8	7.5
Puerto Ricans	4.2	5.7	1.8	7.5
American Indians	4.5	4.1	1.6	5.8
Business				
Whites	11.5	15.4	16.7	2.5
Blacks	15.6	16.1	11.1	1.4
Chicanos	11.5	15.2	11.6	1.1
Puerto Ricans	7.0	15.2	11.6	1.1
American Indians	11.0	12.2	13.5	2.9
Engineering				
Whites	7.1	4.8	4.0	5.4
Blacks	4.6	2.3	1.3	2.0
Chicanos	8.0	4.7	3.3	4.9
Puerto Ricans	8.1	4.7	3.3	4.9
American Indians	11.0	4.3	2.4	1.9

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., pp. 64-65.

Table 4.35

CSU UNDERGRADUATE ENROLLMENT BY ETHNIC GROUP AND MAJOR, FALL 1981

Discipline Division	American Indian	Asian	Black	Filipino	Mexican American	Other Hispanic	Pacific Islanders	Total Minorities		White Non-Hispanic	Declined to State	Other	Non-Resident Aliens	Totals
								Number	Percent					
Undeclared	963	2,221	2,059	463	2,317	786	102	8,911	35.4	16,288	2,995	2,517	343	31,054
Agriculture	127	167	47	14	246	83	21	705	11.4	5,454	158	960	230	7,507
Architecture	15	206	45	19	131	75	15	506	26.7	1,388	124	220	10	2,248
Area Studies	9	5	6	0	29	9	1	59	25.5	172	21	19	5	276
Biological Sciences	162	762	507	256	483	279	56	2,505	31.0	5,581	673	824	314	9,897
Business	1,112	4,802	3,738	918	2,694	1,113	205	14,582	30.4	33,350	4,595	4,271	1,602	58,400
Communications	205	317	728	85	368	153	38	1,894	23.4	6,190	560	688	91	9,423
Computer	132	1,383	530	241	277	147	48	2,758	39.1	4,293	513	652	547	8,763
Education	246	581	656	106	851	240	47	2,727	28.1	6,987	831	884	340	11,769
Engineering	294	2,620	720	483	984	493	122	5,716	34.4	10,865	1,565	1,897	2,707	22,750
Fine & Applied	325	639	565	117	533	256	54	2,489	22.2	8,728	1,064	1,265	179	13,725
Foreign Languages	25	77	40	7	252	146	3	550	39.4	844	148	142	38	1,722
Health	219	725	813	326	533	195	49	2,860	30.7	6,452	768	822	123	11,025
Home Economics	63	243	142	45	125	41	9	668	20.0	2,667	242	335	67	3,979
Letters	146	150	335	32	230	118	19	1,030	17.9	4,725	812	608	130	7,305
Mathematics	36	219	93	31	78	32	5	494	27.0	1,338	197	188	202	2,419
Physical Science	81	282	128	39	124	76	22	752	19.2	3,156	397	438	243	4,986
Psychology	229	262	756	77	556	262	20	2,162	26.6	5,969	783	745	106	9,765
Public Affairs	206	306	1,192	87	866	188	37	2,882	37.8	4,745	924	548	70	9,169
Social Sciences	315	396	1,077	106	1,139	316	65	3,414	28.6	8,509	1,284	1,339	246	14,792
Interdisciplinary Studies	219	278	551	59	1,017	250	39	2,413	27.2	6,458	712	880	35	10,498
Totals, All Programs	5,129	16,641	14,728	3,511	13,833	5,250	977	60,077	29.4	144,159	19,366	20,242	7,708	251,552

NOTE: Percent Minorities based on Minorities plus White.

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca. (April 1982).

Table 4.36

OPENING FALL 1977 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

UNDERGRADUATE—UPPER DIVISION ONLY

Discipline Divisions	Total	Non-Res. Alien	Black	Am. Indian Alaskan Nat.	Asian	Hispanic	White	Filipino	No Response	Other
Agriculture & Natural Resources	4997	98	35	82	171	167	3784	5	549	106
Archit. & Environ. Design	1366	57	26	10	85	62	960	9	142	15
Area Studies	335	2	9	4	6	37	210	0	36	31
Biological Sciences	7232	150	207	58	517	334	4047	54	1250	615
Business & Management	28,690	936	1321	208	2007	1337	14,612	227	6159	1883
Communications	4598	45	229	30	114	136	2610	15	940	480
Computer & Information Sciences	1222	73	25	4	66	37	627	9	215	166
Education	9880	127	536	109	403	749	5556	37	1786	580
Engineering	8525	1069	121	62	489	331	4409	56	1609	489
Fine & Applied Arts	9570	90	286	88	366	435	5487	36	2061	723
Foreign Languages	1577	51	18	9	65	329	664	5	300	136
Health Professions	7735	106	418	59	509	338	4328	101	1416	460
Home Economics	3158	66	120	34	194	91	1925	23	527	176
Letters	5305	66	190	34	121	196	3160	14	1168	367
Mathematics	1455	48	69	9	109	49	800	5	271	96
Physical Sciences	2984	93	45	29	124	86	1723	13	673	298
Psychology	7279	69	423	83	231	404	3869	17	1676	507
Public Affairs & Services	8426	43	597	104	259	690	4203	39	1794	697
Social Sciences	14,258	167	982	127	346	1248	7236	48	3183	921
Interdisciplinary Studies	8164	71	330	91	228	603	4309	19	1837	676
Unclassified	16,112	316	798	181	797	867	8428	90	4001	634
TOTALS—Upper Division Only	162,866	3733	6786	1413	7207	8623	82,936	822	31,392	10,066
TOTALS—Undergraduate	239,896	6314	12,007	2121	11,391	13,642	124,881	1536	66,722	12,381

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 59.

Table 4.37

OPENING FALL 1978 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

UPPER DIVISION (TOTAL)

Discipline Divisions	Total	Non Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	4,958	107	41	87	152	180	3,798	4	465	134
Architecture and Environmental Design	1,324	51	18	13	83	81	928	12	119	19
Area Studies	309	5	7	5	11	38	192	–	46	5
Biological Sciences	6,947	160	246	75	498	383	4,006	87	1,247	246
Business and Management	31,709	1,004	1,738	282	2,619	1,698	17,222	351	5,998	797
Communications	4,901	57	312	45	169	188	2,965	27	962	176
Computer and Information Sciences	1,746	114	47	9	154	68	960	22	327	45
Education	9,994	142	619	134	422	778	5,788	86	1,777	268
Engineering	10,046	1,517	163	83	699	470	4,978	93	1,803	240
Fine and Applied Arts	9,831	112	381	119	427	512	5,848	62	2,019	361
Foreign Languages	1,460	31	21	8	66	379	604	6	287	58
Health Professions	8,230	98	541	76	586	426	4,862	162	1,267	212
Home Economics	3,214	54	119	42	236	110	2,055	27	482	89
Letters	5,258	71	208	45	126	235	3,307	16	1,090	160
Mathematics	1,434	53	59	11	119	71	807	10	268	36
Physical Sciences	3,126	106	71	33	144	100	1,936	12	614	111
Psychology	7,410	58	528	98	261	497	4,226	37	1,461	244
Public Affairs and Services	9,492	59	945	126	346	886	4,926	60	1,907	237
Social Sciences	13,364	162	1,076	179	401	1,231	7,216	46	2,671	382
Interdisciplinary Studies	8,319	36	424	96	257	849	4,723	38	1,599	297
Major Unknown	6,651	76	449	72	430	627	3,078	55	1,655	209
Total Upper Division Only	**149,723**	**4,073**	**8,013**	**1,638**	**8,206**	**9,807**	**84,423**	**1,193**	**28,064**	**4,316**
Total Undergraduate	**238,280**	**6,330**	**14,407**	**2,568**	**13,360**	**16,890**	**128,216**	**2,166**	**48,718**	**6,607**

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 60.

Table 4.38

OPENING FALL 1979 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

UPPER DIVISION (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	4,887	83	36	74	143	168	3,698	6	540	139
Architecture and Environmental Design	1,374	17	20	7	71	108	930	14	186	21
Area Studies	247	3	9	3	9	34	147	—	37	5
Biological Sciences	6,346	138	228	74	445	387	3,626	81	1,273	196
Business and Management	34,159	1,024	1,778	294	2,776	1,806	17,998	404	7,221	859
Communications	5,258	62	301	49	145	216	3,197	29	1,114	145
Computer and Information Sciences	2,406	140	63	11	260	87	1,255	32	506	50
Education	9,323	153	538	119	429	716	5,246	71	1,860	192
Engineering	11,373	1,678	220	83	1,048	534	5,223	111	2,247	229
Fine and Applied Arts	9,144	127	324	101	378	484	5,293	69	2,078	290
Foreign Languages	1,359	26	21	7	50	346	601	6	265	38
Health Professions	8,179	65	512	80	545	437	4,636	170	1,510	224
Home Economics	3,010	46	110	38	209	114	1,869	26	525	76
Letters	4,741	64	188	28	104	202	2,910	23	1,097	126
Mathematics	1,303	57	56	9	108	68	720	9	243	34
Physical Sciences	3,116	92	74	27	167	106	1,859	17	680	94
Psychology	6,917	48	472	83	230	477	3,783	56	1,576	193
Public Affairs and Services	8,374	64	865	107	309	797	4,139	73	1,841	189
Social Sciences	11,614	153	844	134	307	1,084	6,169	61	2,541	321
Interdisciplinary Studies	7,847	16	424	81	211	872	4,284	60	1,648	251
Major Unknown	6,800	103	425	81	403	630	2,830	—	2,197	131
Totals—Upper Division Only	147,777	4,158	7,497	1,488	8,346	9,673	80,311	1,318	31,188	3,800
Totals—Undergraduate	240,884	6,726	13,469	2,402	13,606	16,048	124,804	2,434	66,741	8,766

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 62.

Table 4.39

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OPENING FALL 1980 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

UPPER DIVISION (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	4,752	100	28	63	143	190	3,555	7	633	133
Architecture and Environmental Design	1,468	16	22	12	119	136	970	11	164	30
Area Studies	231	4	10	5	6	43	120	—	38	5
Biological Sciences	5,982	134	229	66	439	408	3,330	96	1,127	183
Business and Management	37,128	1,075	1,870	328	3,004	2,071	20,336	421	7,328	695
Communications	5,873	79	332	46	178	270	3,693	26	1,254	98
Computer and Information Sciences	3,474	201	111	16	488	125	1,740	45	697	51
Education	9,110	208	498	95	432	763	5,214	64	1,685	151
Engineering	12,743	1,921	269	95	1,367	664	5,866	168	2,172	221
Fine and Applied Arts	8,844	135	285	105	395	477	5,172	59	2,024	192
Foreign Languages	1,269	20	21	5	48	324	554	6	269	22
Health Professions	8,259	71	617	93	644	444	4,769	182	1,456	183
Home Economics	2,970	56	106	26	182	121	1,864	27	542	47
Letters	4,671	92	173	50	85	185	2,891	20	1,103	72
Mathematics	1,312	67	43	14	120	64	696	9	266	34
Physical Sciences	3,091	99	68	37	151	119	1,899	23	622	73
Psychology	6,650	56	438	89	188	488	3,773	56	1,416	147
Public Affairs and Services	7,553	58	833	98	274	736	3,761	69	1,616	119
Social Sciences	10,660	163	789	121	263	1,013	5,747	60	2,264	240
Interdisciplinary Studies	7,804	27	420	93	181	892	4,415	39	1,645	192
Major Unknown	7,695	161	443	83	455	663	3,222	66	2,462	140
Totals—Upper Division Only	161,637	4,742	7,604	1,529	9,062	10,194	83,476	1,454	30,680	2,898
Totals—Undergraduate	246,846	7,663	13,664	2,467	14,714	17,387	131,602	2,788	52,306	4,374

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 64.

Table 4.40

OPENING FALL 1981 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

UPPER DIVISION (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	4,621	148	21	73	141	187	3,331	5	621	94
Architecture and Environmental Design	1,476	9	24	13	139	144	904	9	216	18
Area Studies	226	3	5	7	4	31	141	–	33	2
Biological Sciences	5,798	160	253	83	507	434	3,305	140	773	143
Business and Management	39,191	1,102	2,148	653	3,402	2,347	22,709	545	5,576	710
Communications	5,964	63	413	130	228	306	3,939	54	743	88
Computer and Information Sciences	5,131	337	202	66	913	209	2,684	97	622	101
Education	8,565	246	467	164	483	813	4,991	84	1,170	148
Engineering	14,126	1,948	340	151	1,697	790	6,646	224	2,058	274
Fine and Applied Arts	8,870	122	327	188	457	494	5,632	78	1,379	193
Foreign Languages	1,206	26	26	16	57	306	568	6	180	21
Health Professions	8,269	82	579	147	558	523	4,964	215	1,048	153
Home Economics	2,841	53	103	41	200	122	1,855	34	392	41
Letters	5,111	86	210	93	112	207	3,368	18	937	80
Mathematics	1,403	98	51	13	138	60	757	17	233	36
Physical Sciences	3,294	124	70	42	184	141	2,118	18	513	84
Psychology	6,717	67	453	145	199	536	4,159	69	882	117
Public Affairs and Services	7,021	56	863	135	263	773	3,683	60	1,084	104
Social Sciences	10,834	161	758	203	340	1,067	6,254	73	1,767	231
Interdisciplinary Studies	7,937	36	418	151	227	980	4,850	43	1,043	189
Major Unknown	8,518	140	535	276	615	783	4,168	94	1,758	149
Totals Upper Division Only	157,119	5,066	8,266	2,790	10,864	11,242	90,926	1,873	23,116	2,877
Totals Undergraduate	261,554	7,864	14,709	6,071	17,566	19,003	143,318	3,477	36,044	4,603

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 66.

Table 4.41

OPENING FALL 1977 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

GRADUATE¹

Discipline Divisions	Total	Non-Res. Alien	Black	Am. Indian Alaskan Nat.	Asian	Hispanic	White	Filipino	No Response	Other
Agriculture & Natural Resources	529	61	6	10	17	7	302	1	104	21
Archit. & Environ. Design	379	41	5	3	14	10	195	0	102	9
Area Studies	151	9	4	1	5	27	68	0	11	26
Biological Sciences	1852	59	25	8	109	28	1021	4	462	136
Business & Management	6423	386	152	27	489	131	3251	27	1636	324
Communications	560	47	25	2	6	11	300	0	133	36
Computer & Information Sciences	636	65	7	5	33	3	272	0	210	41
Education	12,381	180	613	96	487	641	6736	61	2930	846
Engineering	2106	347	24	12	211	39	719	16	642	96
Fine & Applied Arts	2633	70	63	23	79	67	1511	4	701	125
Foreign Languages	588	21	8	2	20	114	249	0	114	60
Health Professions	3055	35	94	21	169	60	1673	9	841	154
Home Economics	754	27	27	2	45	11	375	1	241	25
Letters	2607	114	63	19	58	68	1469	9	866	162
Library Science	299	8	4	1	7	3	158	0	118	2
Mathematics	483	33	9	3	34	21	248	0	104	33
Physical Sciences	938	94	9	3	37	10	484	3	225	73
Psychology	2538	65	107	22	80	92	1360	2	710	110
Public Affairs & Services	3111	78	194	25	93	104	1642	16	830	169
Social Sciences	3265	173	124	21	117	152	1728	8	720	213
Interdisciplinary Studies	673	18	18	6	14	28	349	2	222	16
Undeclared	26,525	363	817	185	851	1042	12,580	91	9765	831
TOTALS	72,488	2282	2400	497	2966	2728	36,687	243	21,486	3298

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 59.

Table 4.42

OPENING FALL 1978 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

GRADUATES (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	548	83	5	7	14	9	314	1	98	17
Architecture and Environmental Design	385	49	4	1	15	11	188	–	117	–
Area Studies	142	12	5	–	3	21	83	–	17	1
Biological Sciences	1.868	89	22	14	123	43	1,122	12	410	53
Business and Management	7.141	469	201	33	608	155	3.915	34	1.580	146
Communications	519	42	29	5	10	17	298	2	107	11
Computer and Information Sciences	789	112	10	3	55	6	310	1	277	15
Education	11.957	180	648	121	514	756	6.938	69	2.503	248
Engineering	2.358	421	26	12	256	63	794	24	708	54
Fine and Applied Arts	2.615	65	66	20	89	76	1.550	7	675	67
Foreign Languages	587	20	11	1	25	128	251	2	135	14
Health Professions	3.221	32	122	20	167	94	1.975	27	706	78
Home Economics	685	31	21	5	42	21	386	5	167	17
Letters	2.479	129	66	23	66	75	1,488	12	558	62
Library Science	148	4	–	–	4	2	64	–	71	3
Mathematics	454	33	11	4	46	9	236	1	108	6
Physical Sciences	990	93	11	4	54	16	506	4	269	33
Psychology	2.423	71	136	24	72	95	1,482	3	489	51
Public Affairs and Services	3.282	86	269	35	119	175	1,656	28	843	71
Social Sciences	3,017	203	127	31	106	140	1,614	14	692	90
Interdisciplinary Studies	697	18	28	7	27	39	374	3	182	19
Major Unknown	21,610	209	849	186	785	1,128	10,479	90	7,307	577
Total	67,915	2,411	2,887	556	3,200	3,079	36,021	339	18,009	1,633

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 61.

Table 4.43

OPENING FALL 1979 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

GRADUATES (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	554	94	4	6	13	11	302	1	108	15
Architecture and Environmental Design	381	56	3	2	17	12	177	1	109	4
Area Studies	117	9	3	—	6	17	70	—	12	—
Biological Sciences	1,612	81	25	8	97	43	888	18	401	51
Business and Management	7,150	532	149	39	564	178	3,690	62	1,803	133
Communications	483	42	20	5	11	11	257	2	129	6
Computer and Information Sciences	952	161	12	7	88	12	369	7	283	13
Education	11,347	180	553	119	409	792	6,218	122	2,708	246
Engineering	2,262	430	24	11	317	58	713	19	640	50
Fine and Applied Arts	2,388	71	55	20	79	79	1,365	10	650	69
Foreign Languages	488	21	5	1	23	102	197	1	129	12
Health Professions	3,092	44	124	29	142	104	1,869	28	700	51
Home Economics	649	31	18	4	52	19	357	6	149	13
Letters	2,067	126	54	19	52	72	1,181	17	505	41
Library Science	121	6	1	2	1	1	43	1	63	3
Mathematics	390	21	8	3	33	9	218	3	90	5
Physical Sciences	879	78	9	4	40	17	451	6	246	28
Psychology	2,136	64	125	22	58	85	1,228	4	493	57
Public Affairs and Services	2,970	66	240	39	116	186	1,520	18	735	61
Social Sciences	2,389	192	72	20	73	156	1,238	11	582	46
Interdisciplinary Studies	678	18	22	9	18	51	365	6	179	10
Major Unknown	22,812	198	888	148	829	1,132	10,606	5	8,566	471
Totals	65,917	2,520	2,384	617	3,038	3,148	33,321	349	18,270	1,386

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 63.

Table 4.44

OPENING FALL 1980 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

GRADUATES (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	575	113	—	1	8	13	322	2	111	5
Architecture and Environmental Design	381	52	6	5	17	8	202	—	88	3
Area Studies	100	10	2	1	7	16	51	1	11	1
Biological Sciences	1,380	72	21	6	73	36	782	11	360	39
Business and Management	7,677	594	140	58	621	179	4,041	64	1,856	134
Communications	482	41	11	4	8	12	266	5	131	4
Computer and Information Sciences	1,125	236	15	7	146	15	418	5	276	8
Education	11,316	221	559	126	346	807	6,155	63	2,823	216
Engineering	2,603	481	32	12	402	66	860	27	686	47
Fine and Applied Arts	2 195	82	58	15	84	71	1,238	6	813	28
Foreign Languages	429	25	7	—	13	91	163	—	119	7
Health Professions	3,052	37	116	23	129	107	1,829	24	745	42
Home Economics	589	35	17	5	39	17	340	3	125	8
Letters	1,936	139	51	8	41	73	1,061	11	621	41
Library Science	152	7	2	2	1	3	72	1	63	1
Mathematics	388	38	7	2	37	16	190	3	93	2
Physical Sciences	913	68	14	4	50	32	469	5	263	18
Psychology	2,078	62	120	12	54	99	1,161	4	530	46
Public Affairs and Services	2,782	76	197	30	89	204	1,427	14	701	44
Social Sciences	2,250	205	75	14	63	151	1,125	4	566	48
Interdisciplinary Studies	731	18	20	7	15	62	398	4	199	10
Major Unknown	23,863	229	900	168	813	1,294	11,233	116	8,724	387
Totals	66,997	2,846	2,370	610	3,066	3,372	33,761	362	18,693	1,139

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 65.

Table 4.45

OPENING FALL 1981 ENROLLMENT BY DISCIPLINE, BY ETHNICITY, BY UNDERGRADUATE/GRADUATE STUDENT LEVELS, BY SEGMENT

CALIFORNIA STATE UNIVERSITY

GRADUATES (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	604	129	1	4	7	11	321	—	126	5
Architecture and Environmental Design	428	55	5	2	18	12	219	3	109	5
Area Studies	83	7	3	—	7	10	46	1	9	—
Biological Sciences	1,266	71	30	12	86	41	746	12	244	24
Business and Management	8,102	643	186	88	691	221	4,727	49	1,374	124
Communications	463	53	18	4	9	15	287	1	83	3
Computer and Information Sciences	1,415	269	29	11	232	20	588	7	244	15
Education	11,569	215	623	193	378	882	6,586	67	2,422	203
Engineering	2,858	536	53	21	515	78	1,028	37	520	70
Fine and Applied Arts	2,126	86	57	37	86	81	1,280	5	467	37
Foreign Languages	403	20	6	3	19	84	176	—	84	11
Health Professions	3,060	44	128	41	141	112	1,946	33	572	43
Home Economics	619	28	21	18	62	15	355	5	117	8
Letters	2,092	159	53	33	40	73	1,301	11	381	41
Library Science	158	7	2	4	4	4	96	2	39	—
Mathematics	410	38	13	3	46	15	197	3	86	9
Physical Sciences	910	66	14	13	46	27	518	4	207	15
Psychology	1,944	47	139	33	54	113	1,155	8	360	45
Public Affairs and Services	2,803	88	227	66	122	232	1,568	22	546	33
Social Sciences	1,994	192	74	31	51	148	1,061	4	386	47
Interdisciplinary Studies	742	17	40	19	19	62	434	5	131	15
Major Unknown	23,903	201	1,152	585	1,067	1,581	13,792	137	6,029	379
Totals	68,012	2,971	2,073	1,190	3,690	3,837	38,417	406	13,496	1,132

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 67.

Table 4.46

Population, High School Graduates, and College Enrollment of 18- to 24-Year-Olds, by Racial/Ethnic Group: 1970, 1975, and 1980

Racial/Ethnic Group and Year	Population	High School Graduates	College Enrollment	High School Graduates as a Percent of Population	College Enrollment as a Percent of Population	College Enrollment as a Percent of High School Graduates
	Numbers, in Thousands			Percent		
White						
1970	19,608	15,960	5,305	81.4	27.1	33.2
1975	22,703	18,883	6,116	83.2	26.9	32.4
1980	23,975	19,787	6,334	82.5	26.4	32.0
Black						
1970	2,692	1,602	416	59.5	15.5	26.0
1975	3,213	2,081	665	64.8	20.7	32.0
1980	3,555	2,479	688	69.7	19.4	27.8
Hispanic						
1970	–	–	–	–	–	–
1975	1,446	832	295	57.5	20.4	35.4
1980	1,962	1,054	315	53.7	16.1	29.9

– Not available.

Note: Not all races are represented and categories are not discrete, in that a person in the Hispanic ethnic group may also be counted in a racial group.

Source: U.S. Department of Commerce, *Current Population Reports*, "School Enrollment-Social and Economic Characteristics of Students," Series P-20, Nos. 222, 303, 362.

Table 4.47

Statewide College-Going Rates for Recent High School Graduates, 1974-1981

Year	Number of High School Graduates	Percentage Enrolling as Freshmen					
		UC	CSU	CCC	Total Public	Indepen- dent	Grand Total
1974	289,714	5.1%	7.6%	41.3%	54.0%	---	---
1975	293,941	5.3	7.5	43.1	55.9	---	---
1976	289,454	5.1	7.8	41.7	54.6	---	---
1977	285,360	5.2	8.0	43.3	56.5	3.6%	60.1%
1978	283,841	5.5	8.4	41.4	55.3	3.4	58.7
1979	278,548	5.8	8.7	42.1	56.6	3.4	60.0
1980	270,971	6.0	9.0	43.0	58.0	3.5	61.5
1981	260,229	6.4	9.0	42.1	57.6	3.3	60.8

Source: *California College-Going Rates 1981 Update*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

Table 4.48

ETHNIC DISTRIBUTION OF 1981 GRADUATES OF PUBLIC CALIFORNIA HIGH SCHOOLS, AND 1981 FIRST-TIME FRESHMEN AT THE UNIVERSITY OF CALIFORNIA, THE CALIFORNIA STATE UNIVERSITY, AND THE CALIFORNIA COMMUNITY COLLEGES, BY COUNTY AND SEX

Explanatory Notes

1. Rows of percentages in Table 4.48 add to 100 by excluding the column of "Ethnic Data Missing." However, the numbers in the column to the left of the percentages include students whose ethnicity was not reported. The ethnic distribution of high school graduates in the various counties may be compared with that of students from those counties who enrolled in each segment as first-time freshmen.

   NOTE: Percentages in Table 4.48 are not college-going rates and cannot be compared with rates shown in Appendices B and C.

2. Ethnic data for public high school graduates in 1981 were obtained from a special report prepared by the State Department of Education.

3. Ethnic data for first-time freshmen age 19 and under in each of the three public segments were obtained from student data tapes submitted to the Commission by the segments. In counties where fewer than 50 high school graduates enrolled in the University or the State University, data have been combined for the two sexes or segments, or both.

4. Attention is called to the high percentage of "Ethnic Data Missing" for State University students in many counties, particularly Fresno, Kings, Madera, Monterey, San Francisco, San Luis Obispo, San Mateo, Santa Cruz, and Tulare.

5. Ethnic information has been omitted for counties with fewer than 300 high school graduates in 1981, although numbers for these counties are included in the totals at the end of the Appendix.

6. Community College data have been omitted in Table 4.48 for ten counties for which percentages attending Community Colleges appeared questionable. The data have been excluded in the computation of the totals appearing at the end of the Appendix.

Table 4.48 (Continued)

ETHNIC DISTRIBUTION OF 1981 GRADUATES OF PUBLIC CALIFORNIA HIGH SCHOOLS, AND 1981 FIRST-TIME FRESHMEN AT THE UNIVERSITY OF CALIFORNIA, THE CALIFORNIA STATE UNIVERSITY, AND THE CALIFORNIA COMMUNITY COLLEGES, BY COUNTY AND SEX

(In Percent)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Los Angeles	HS	M	31,155	0.3%	6.6%	1.0%	13.6%	22.4%	56.1%	0.0%
		F	33,489	0.3	6.1	0.9	15.5	22.6	54.6	0.0
	UC	M	2,560	0.3	19.6	2.7	5.7	8.9	62.8	6.9
		F	2,808	0.2	19.5	2.4	10.4	8.4	59.1	6.7
	CSU	M	3,478	4.0	11.7	2.2	9.6	14.5	58.0	11.8
		F	4,328	2.5	10.7	1.8	15.0	15.0	55.0	11.8
	CCC	M	14,453	2.0	4.8	1.7	17.4	28.5	45.6	10.7
		F	15,303	1.6	3.7	1.3	19.3	29.0	45.1	9.6
Orange	HS	M	12,334	0.8	5.8	0.3	1.7	10.9	80.5	0.0
		F	12,472	0.8	5.9	0.3	1.7	10.2	81.1	0.0
	UC	M	843	0.2	18.0	1.0	0.5	4.4	75.9	6.5
		F	929	0.5	15.1	0.9	1.3	3.9	78.3	6.7
	CSU	M	1,266	9.8	6.2	1.3	1.4	5.3	76.0	7.4
		F	1,424	9.6	6.9	1.0	1.0	4.9	76.6	6.0
	CCC	M	6,108	2.2	5.3	0.8	1.2	9.2	81.3	7.0
		F	6,343	2.0	3.7	0.7	1.3	9.1	83.2	6.4
San Diego	HS	M	9,271	0.5	3.9	2.6	5.8	13.9	73.3	0.0
		F	9,774	0.6	3.6	2.2	6.5	12.9	74.2	0.0
	UC	M	639	0.7	6.8	4.3	1.8	8.0	78.4	11.9
		F	742	0.6	7.0	6.5	2.9	4.8	78.2	7.7
	CSU	M	707	3.1	6.2	5.5	4.2	8.5	72.5	4.8
		F	857	2.9	4.2	6.4	4.8	8.0	73.7	4.7
	CCC	M	3,911	1.9	3.4	3.1	6.3	14.7	70.6	5.2
		F	4,031	1.9	2.7	2.4	7.4	13.1	72.5	4.0

Table 4.48 (Continued)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Santa Clara	HS	M	7,108	0.4%	8.1%	1.8%	4.9%	13.1%	71.7%	0.0%
		F	7,314	0.5	6.9	1.7	4.4	13.4	73.1	0.0
	UC	M	665	0.3	16.6	1.3	1.0	4.8	76.0	5.6
		F	654	0.6	12.8	1.5	2.8	2.4	79.9	5.5
	CSU	M	807	3.5	13.3	3.2	2.4	8.1	69.5	11.4
		F	955	2.1	10.1	2.3	3.3	9.1	73.1	10.5
	CCC	M	2,606	1.8	8.0	1.2	2.6	10.3	76.1	16.1
		F	2,621	1.6	6.1	1.4	2.2	11.4	77.3	12.6
Alameda	HS	M	5,300	0.8	6.7	2.3	17.7	11.4	61.1	0.0
		F	5,588	0.8	6.8	2.5	19.2	10.9	59.8	0.0
	UC	M	453	0.5	19.4	4.2	10.2	4.6	61.1	4.6
		F	502	0.2	19.5	4.8	11.8	2.4	61.3	5.2
	CSU	M	500	2.7	11.7	2.9	13.4	6.3	63.0	10.8
		F	606	2.8	12.1	3.3	15.4	5.8	60.6	11.2
	CCC	M	2,252	1.7	7.6	2.2	29.3	8.5	50.7	7.0
		F	2,213	2.2	5.4	2.2	33.7	7.8	48.7	5.2
San Bernardino	HS	M	4,567	0.5	1.5	0.1	6.3	17.9	73.7	0.0
		F	4,647	2.1	1.2	0.8	6.7	15.9	73.3	0.0
	UC	M	118	1.9	6.5	0.9	6.5	10.4	73.8	9.3
		F	171	0.0	5.2	2.7	3.9	8.5	79.7	10.5
	CSU	M	306	5.5	3.3	0.4	5.9	10.7	74.2	11.4
		F	393	3.6	3.1	0.3	7.3	11.8	73.9	9.4
	CCC	M	1,993	2.9	1.0	0.6	9.0	17.9	68.6	6.1
		F	2,178	2.6	1.4	0.2	8.1	17.4	70.3	6.8

Table 4.48 (Continued)

County	Segment	Sex	Number	Ethnic Group						Ethnic Data Missing
				American Indian	Asian	Filipino	Black	Hispanic	White	
Sacramento	HS	M	4,299	1.5%	6.5%	0.9%	10.7%	8.7%	71.7%	0.0%
		F	4,460	1.3	6.8	1.1	11.2	8.9	70.7	0.0
	UC	M	189	0.0	19.8	2.7	3.4	2.7	71.4	3.7
		F	233	1.4	16.0	2.3	9.6	5.0	65.7	6.0
	CSU	M	386	5.9	6.5	1.4	8.4	6.2	71.6	7.8
		F	513	5.1	6.5	1.9	8.4	6.2	71.9	7.6
	CCC	M	2,092	1.4	6.6	1.4	11.4	8.9	70.3	6.5
		F	2,230	2.0	4.0	1.3	12.5	9.8	70.4	6.1
Contra Costa	HS	M	4,068	0.3	4.0	0.9	8.4	6.1	80.3	0.0
		F	4,163	0.3	3.2	1.1	8.9	5.8	80.7	0.0
	UC	M	418	0.0	9.6	2.5	2.0	4.0	81.9	3.3
		F	495	0.0	11.7	1.9	4.7	2.3	79.4	4.8
	CSU	M	324	2.8	5.0	1.1	3.2	3.2	84.7	13.0
		F	379	2.1	4.2	1.5	8.2	5.2	78.8	12.9
	CCC	M	1,906	0.8	4.2	0.6	9.0	6.8	78.6	4.3
		F	1,987	0.6	2.8	0.3	9.4	5.8	81.1	4.9
Riverside	HS	M	3,040	0.7	1.0	0.3	6.7	18.9	72.4	0.0
		F	3,431	0.6	1.5	0.2	6.1	20.7	70.9	0.0
	UC	M	175	0.6	3.3	3.3	3.3	12.5	77.0	13.1
		F	171	0.0	3.3	1.3	7.2	6.5	81.7	10.5
	CSU	M	156	5.8	1.5	0.8	5.8	10.9	75.2	13.9
		F	177	2.5	1.9	0.6	8.8	9.5	76.7	11.3
	CCC	M	1,535	1.9	1.6	1.1	9.5	17.0	68.9	3.3
		F	1,656	1.8	1.1	0.8	8.7	19.8	67.8	3.1

Table 4.48 (Continued)

County	Segment	Sex	Number	Ethnic Group: American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Ventura	HS	M	3,108	1.3%	3.0%	1.4%	1.7%	15.9%	76.7%	0.0%
		F	3,185	1.6	2.5	1.3	2.5	16.1	76.0	0.0
	UC	M	131	1.6	10.3	2.4	1.6	10.3	73.8	3.8
		F	159	1.3	6.6	5.3	2.0	4.0	80.8	5.0
	CSU	M	163	3.4	6.7	0.0	2.0	12.1	75.8	8.6
		F	215	3.1	4.6	2.6	2.1	10.3	77.3	9.8
	CCC	M	1,513	1.8	2.0	2.5	2.9	20.8	70.0	5.9
		F	1,550	1.6	2.2	1.6	4.0	19.9	70.7	3.9
San Mateo	HS	M	2,751	0.6	7.4	3.3	4.9	10.2	73.6	0.0
		F	2,941	0.2	7.3	3.7	5.3	10.5	73.0	0.0
	UC	M	242	0.0	14.7	5.2	0.9	3.0	76.2	4.5
		F	288	0.0	10.3	4.4	2.6	3.0	79.7	5.9
	CSU	M	260	3.4	9.2	5.3	6.3	6.9	68.9	20.8
		F	311	2.2	8.7	5.1	7.7	2.1	74.2	25.1
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--
Fresno	HS	M	2,918	0.5	3.4	0.5	5.7	26.7	63.2	0.0
		F	3,089	0.5	2.9	0.4	5.9	27.8	62.5	0.0
	UC	M	77	1.3	13.4	1.3	1.3	8.0	74.7	2.6
		F	90	0.0	12.9	1.2	5.9	8.2	71.8	5.6
	CSU	M	383	1.1	7.3	0.7	4.0	18.5	68.4	28.2
		F	511	1.1	4.0	0.3	4.5	24.3	65.8	26.2
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--

Table 4.48 (Continued)

County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
				Ethnic Group						
San Francisco	HS	M	1,874	18.1%	25.6%	7.1%	20.8%	14.2%	14.2%	0.0%
		F	1,302	0.3	34.0	9.4	25.2	14.7	16.4	0.0
	UC	M	281	0.4	41.9	4.5	2.3	4.1	46.8	6.0
		F	226	0.0	42.9	4.7	5.7	5.7	41.0	6.2
	CSU	M	292	2.1	44.1	7.4	8.5	8.6	29.3	35.6
		F	421	1.0	35.1	11.5	14.6	13.9	23.9	46.1
	CCC	M	948	0.1	38.8	8.9	15.3	10.4	26.3	13.0
		F	1,001	1.2	31.5	12.1	16.1	13.7	25.4	9.6
Kern	HS	M	2,095	1.3	1.3	0.9	7.3	19.4	69.8	0.0
		F	2,034	1.2	1.3	1.0	6.7	19.2	70.6	0.0
	UC	M	35	0.0	3.0	0.0	3.0	18.3	75.7	5.7
		F	65	1.6	8.1	1.6	1.6	12.9	74.2	4.6
	CSU	M	132	5.5	3.7	5.5	4.6	16.5	64.2	17.4
		F	183	6.6	1.8	1.8	7.2	16.2	66.4	8.7
	CCC	M	957	1.7	0.5	0.9	8.0	18.0	70.9	3.5
		F	955	2.5	0.3	0.4	7.6	17.1	72.1	3.6
Santa Barbara	HS	M	1,580	0.2	2.9	1.1	3.5	15.3	77.0	0.0
		F	1,666	0.3	2.1	0.5	3.8	17.8	75.5	0.0
	UC	M	152	0.7	4.9	0.7	0.7	4.9	88.1	5.9
		F	140	1.5	6.1	3.1	0.0	3.2	86.1	7.1
	CSU	M	99	2.5	6.2	2.5	2.5	8.8	77.5	19.2
		F	94	2.5	1.2	1.2	6.3	4.9	83.9	13.8
	CCC	M	889	1.9	3.3	0.6	3.7	15.2	75.3	4.7
		F	926	1.5	1.0	0.8	4.2	15.6	76.9	3.9

Table 4.48 (Continued)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Sonoma	HS	M	1,505	0.7%	1.6%	0.4%	1.1%	6.4%	89.8%	0.0%
		F	1,489	0.4	1.1	0.3	1.6	6.6	90.0	0.0
	UC	M	70	1.5	3.0	0.0	0.0	4.5	91.0	4.3
		F	66	3.1	1.5	0.0	1.5	3.1	90.8	1.5
	CSU	M	69	1.7	1.7	0.0	1.7	6.8	88.1	14.5
		F	70	1.6	3.3	0.0	0.0	4.9	90.2	12.9
	CCC	M	673	6.3	2.2	0.5	1.6	3.0	86.4	6.1
		F	827	4.0	0.5	0.3	2.2	4.6	88.4	6.1
Marin	HS	M	1,528	0.1	2.2	0.8	5.8	1.8	89.3	0.0
		F	1,397	0.1	1.9	0.8	5.1	1.0	91.1	0.0
	UC	M	204	0.0	2.6	0.0	0.5	1.5	95.4	4.9
		F	220	0.5	2.9	1.0	0.0	1.9	93.7	5.4
	CSU	M	121	1.0	5.3	0.0	0.0	0.0	93.7	20.7
		F	132	4.8	1.8	0.0	1.8	1.8	89.8	18.2
	CCC	M	680	1.1	2.5	0.3	1.4	2.1	92.6	4.3
		F	636	1.1	2.3	0.3	1.5	2.4	92.4	3.1
San Joaquin	HS	M	1,541	0.5	3.8	2.3	5.2	17.4	70.8	0.0
		F	1,538	0.4	4.0	2.7	5.8	16.6	70.5	0.0
	UC	M	71	0.0	23.9	1.5	4.5	7.5	62.6	5.6
		F	55	0.0	20.0	8.0	6.0	4.0	62.0	9.1
	CSU	M	59	3.9	3.9	3.9	7.9	7.9	72.5	13.6
		F	87	2.6	3.9	1.3	1.3	14.3	76.6	11.5
	CCC	M	952	1.7	4.0	4.2	5.2	18.5	66.4	9.1
		F	984	2.1	3.5	3.4	5.5	17.1	68.4	6.3

Table 4.48 (Continued)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Tulare	HS	M	1,517	10.9%	1.1%	0.7%	1.8%	25.3%	60.2%	0.0%
		F	1,466	1.6	0.9	0.9	1.6	25.7	69.3	0.0
	UC	T	49	0.0	8.9	0.0	0.0	22.2	68.9	6.2
	CSU	M	50	7.9	0.0	2.6	0.0	31.6	57.9	24.0
		F	63	1.9	1.9	3.8	1.9	20.7	69.8	15.9
	CCC	M	542	3.2	0.4	1.0	2.4	22.6	70.4	8.9
		F	675	3.3	1.3	1.0	2.4	24.2	67.8	7.1
Stanislaus	HS	M	1,323	1.7	2.7	0.3	0.8	12.9	81.6	0.0
		F	1,271	1.0	2.2	0.6	1.4	11.8	83.0	0.0
	UC	T	44	2.4	14.3	0.0	0.0	9.5	73.8	4.5
	CSU	M	72	1.6	4.8	1.6	3.2	8.2	80.6	13.9
		F	92	1.2	3.6	0.0	0.0	4.8	90.4	9.8
	CCC	M	608	1.2	0.9	0.3	1.0	11.3	85.3	5.1
		F	661	1.1	2.5	0.5	2.7	12.9	80.3	3.9
Solano	HS	M	1,275	0.4	4.9	4.2	17.2	9.8	63.5	0.0
		F	1,364	0.7	4.6	4.6	16.6	9.4	64.1	0.0
	UC	M	55	2.0	9.8	11.8	3.9	5.9	66.6	7.3
		F	76	1.3	14.9	16.2	12.2	10.8	44.6	2.6
	CSU	M	63	1.7	3.4	1.7	27.6	8.7	56.9	7.9
		F	78	0.0	6.9	13.9	18.1	5.6	55.5	7.7
	CCC	M	497	2.0	4.9	7.9	16.6	9.3	59.3	9.1
		F	598	1.5	2.9	5.3	19.7	7.3	63.3	9.2

Table 4.48 (Continued)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Monterey	HS	M	1,229	0.8%	6.8%	5.6%	5.1%	19.3%	62.4%	0.0%
		F	1,221	0.8	6.5	4.1	6.9	19.5	62.2	0.0
	UC	M	73	2.9	13.2	5.9	4.5	5.9	67.6	6.8
		F	89	0.0	11.0	4.9	3.7	2.4	78.0	7.9
	CSU	M	77	3.4	10.3	0.0	5.2	10.4	70.7	24.7
		F	74	0.0	6.8	1.7	5.1	8.4	78.0	20.3
	CCC	M	591	1.8	5.4	6.1	6.3	19.7	60.7	8.6
		F	652	1.9	5.3	4.2	7.8	18.7	62.1	5.4
Santa Cruz	HS	M	827	0.0	2.9	1.6	1.5	11.7	82.3	0.0
		F	914	0.0	2.7	1.3	0.4	12.9	82.7	0.0
	UC	M	53	0.0	0.0	4.0	0.0	2.0	94.0	5.7
		F	41	0.0	9.8	2.4	0.0	2.4	85.4	0.0
	CSU	M	39	0.0	6.5	0.0	0.0	12.9	80.6	20.5
		F	69	0.0	3.7	1.8	1.8	13.1	79.6	21.7
	CCC	M	442	1.9	2.9	1.9	1.7	8.1	83.5	5.2
		F	509	1.2	2.5	1.2	0.6	13.7	80.8	4.7
Placer	HS	M	994	0.4	1.1	0.2	1.1	7.1	90.1	0.0
		F	970	0.7	1.4	0.2	0.9	5.4	91.4	0.0
	UC	T	48	2.1	4.3	0.0	2.1	2.1	71.5	2.1
	CSU	M	42	0.0	0.0	2.5	0.0	4.8	92.5	4.8
		F	51	0.0	2.2	0.0	0.0	11.8	97.8	11.8
	CCC	M	455	2.5	1.1	0.2	2.1	3.7	85.6	3.7
		F	428	2.4	1.2	0.2	0.7	3.5	89.8	3.5

Table 4.48 (Continued)

County	Segment	Sex	Number	Ethnic Group						Ethnic Data Missing
				American Indian	Asian	Filipino	Black	Hispanic	White	
Merced	HS	M	888	0.3%	2.2%	0.0%	4.5%	20.6%	72.4%	0.0%
		F	918	0.4	2.3	0.1	7.6	18.5	71.1	0.0
	UC	T	42	0.0	8.3	0.0	8.3	5.6	77.8	14.3
	CSU	M	42	0.0	2.6	2.6	0.0	17.9	76.9	7.1
		F	71	0.0	1.7	1.7	10.6	14.1	71.9	19.7
	CCC	M	473	0.4	2.7	0.7	6.1	21.7	68.4	6.3
		F	529	1.0	1.8	0.6	7.9	24.2	64.5	6.2
Shasta	HS	M	753	5.6	0.8	0.0	0.9	4.2	88.5	0.0
		F	763	5.4	0.4	0.0	0.9	2.5	90.8	0.0
	UC	T	25	0.0	0.0	0.0	0.0	0.0	100.0	8.0
	CSU	T	50	11.1	0.0	0.0	2.2	0.0	86.7	10.0
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--
Butte	HS	M	706	1.7	0.8	0.0	2.6	6.1	88.8	0.0
		F	765	2.3	0.5	0.1	1.5	4.4	91.2	0.0
	UC	T	43	0.0	7.3	2.4	4.9	7.3	78.1	4.6
	CSU	M	77	2.7	0.0	0.0	1.3	9.3	86.7	2.6
		F	121	1.7	0.0	0.0	7.6	13.6	77.1	2.5
	CCC	M	19	0.0	0.0	0.0	5.9	11.8	82.3	10.5
		F	36	2.9	0.0	0.0	5.6	2.9	88.6	2.8
San Luis Obispo	HS	M	654	0.2	2.6	0.8	1.2	7.3	87.9	0.0
		F	700	0.7	0.9	1.6	0.4	6.7	89.7	0.0
	UC	T	44	0.0	9.5	0.0	0.0	2.4	88.1	4.5
	CSU	M	54	2.5	0.0	0.0	0.0	0.0	97.5	25.9
		F	81	5.1	3.4	1.7	0.0	5.1	84.7	27.2
	CCC	M	320	1.5	2.2	2.3	3.7	12.0	78.2	20.3
		F	346	2.4	1.0	2.4	1.0	10.1	83.1	16.2

Table 4.48 (Continued)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Imperial	HS	M	621	1.6%	2.4%	0.3%	1.5%	64.7%	29.5%	0.0%
		F	703	1.1	3.1	0.8	2.1	69.4	36.5	0.0
	UC	T	42	2.6	25.6	2.6	0.0	35.9	33.3	3.3
	CSU	T	45	5.7	5.7	0.0	0.0	60.0	28.6	9.8
	CCC	M	232	1.4	0.5	0.9	2.8	66.2	28.2	5.4
		F	289	0.8	0.8	0.8	4.6	66.5	26.5	7.9
Yolo	HS	M	635	0.8	5.0	0.0	1.6	21.4	71.2	0.0
		F	639	1.7	2.7	0.2	1.7	15.3	78.4	0.0
	UC	M	76	0.0	14.5	1.4	2.9	5.8	75.4	10.1
		F	73	1.4	10.2	0.0	0.0	7.2	81.2	5.8
	CSU	M	54	0.0	5.8	0.0	1.9	7.7	84.6	3.7
		F	67	1.7	1.7	1.7	1.7	6.6	86.6	10.5
	CCC	M	206	0.0	4.9	1.1	3.3	23.9	66.8	10.7
		F	239	1.3	2.6	0.9	0.4	17.3	77.5	5.0
Humboldt	HS	M	673	10.8	0.9	0.0	0.9	1.2	86.2	0.0
		F	460	7.8	0.9	0.0	0.4	2.0	88.9	0.0
	UC	T	31	3.6	3.6	0.0	3.6	0.0	89.2	9.7
	CSU	M	57	6.0	4.0	0.0	0.0	2.0	88.0	12.3
		F	63	0.0	1.7	0.0	1.7	0.0	96.9	9.5
	CCC	M	259	4.8	0.8	0.4	0.4	1.6	92.0	3.5
		F	280	7.1	0.0	0.4	0.4	2.5	89.6	2.4
Napa	HS	M	508	0.6	3.3	1.2	0.4	7.3	87.2	0.0
		F	520	0.6	0.8	0.6	0.4	4.6	93.0	0.0
	UC	T	60	1.7	1.7	0.0	0.0	1.7	94.9	3.3
	CSU	T	61	1.8	0.0	1.8	0.0	3.7	92.7	9.8
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--

Table 4.48 (Continued)

County	Segment	Sex	Number	Ethnic Group American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
El Dorado	HS	M	508	1.2%	1.6%	0.0%	0.8%	4.9%	91.5%	0.0%
		F	506	1.8	0.6	0.6	0.8	3.6	92.6	0.0
	UC	T	46	0.0	2.3	0.0	2.3	0.0	95.4	4.3
	CSU	T	76	7.1	1.4	2.8	0.0	2.8	85.9	6.6
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--
Mendocino	HS	M	464	3.4	0.9	0.0	0.2	3.9	91.6	0.0
		F	414	3.6	0.7	0.2	0.2	3.7	91.6	0.0
	UC	T	36	0.0	0.0	0.0	2.9	2.9	94.2	5.6
	CSU	T	78	2.9	4.3	0.0	0.0	2.9	89.7	12.8
	CCC	M	200	7.3	3.1	0.0	0.5	5.2	83.9	4.0
		F	204	4.1	1.0	0.0	1.6	4.6	88.7	4.9
Kings	HS	M	421	0.7	1.9	0.7	5.2	23.0	68.2	0.0
		F	441	0.4	0.9	1.8	5.0	24.7	67.1	0.0
	UC	T	17	0.0	5.9	5.9	0.0	5.9	82.3	0.0
	CSU	T	68	0.0	2.1	2.1	18.7	16.7	60.4	29.4
	CCC	M	184	1.2	3.5	1.8	4.1	21.6	67.8	7.6
		F	212	4.0	1.5	1.5	6.2	23.7	63.1	6.6
Sutter	HS	M	338	0.0	8.8	0.0	0.6	8.3	82.3	0.0
		F	384	0.0	7.8	0.3	0.0	8.3	83.6	0.0
	UC	T	14	0.0	14.3	0.0	0.0	0.0	85.7	0.0
	CSU	T	52	0.0	8.2	0.0	0.0	6.1	85.7	5.8
	CCC	M	132	3.4	4.3	0.9	0.0	9.4	82.0	11.4
		F	172	2.6	1.9	0.6	0.6	12.9	81.4	9.3

Table 4.48 (Continued)

County	Seg-ment	Sex	Number	Ethnic Group Amer-ican Indian	Asian	Fili-pino	Black	His-panic	White	Ethnic Data Missing
Madera	HS	M	364	1.0%	0.0%	0.8%	3.3%	26.2%	68.7%	0.0%
		F	341	1.8	0.6	0.0	5.0	28.1	64.5	0.0
	UC	T	11	11.1	0.0	0.0	0.0	22.2	66.7	18.2
	CSU	T	62	0.0	4.6	0.0	2.3	25.7	67.4	30.6
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--
Nevada	HS	M	258	2.7	0.4	0.0	0.4	1.9	94.6	0.0
		F	269	1.1	0.4	0.0	0.0	4.5	94.0	0.0
	UC	T	15	7.2	7.2	0.0	0.0	0.0	85.6	6.7
	CSU	T	24	8.7	0.0	0.0	0.0	0.0	91.3	4.2
	CCC	M	100	3.1	0.0	0.0	2.0	1.0	93.9	2.0
		F	137	0.7	0.0	0.0	0.0	2.3	97.0	2.9
Tehama	HS	M	278	0.4	0.0	0.0	0.4	5.8	93.4	0.0
		F	256	1.2	0.4	0.0	0.0	3.9	94.5	0.0
	UC	T	9	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	T	51	2.0	2.0	0.0	0.0	2.0	94.0	3.9
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--
Siskiyou	HS	M	239	10.9	0.0	0.4	1.7	5.0	82.0	0.0
		F	264	6.1	0.4	0.4	0.8	3.8	88.5	0.0
	UC	T	10	0.0	0.0	0.0	0.0	11.1	88.9	10.0
	CSU	T	27	0.0	0.0	0.0	4.2	4.2	91.6	11.1
	CCC	M	--	--	--	--	--	--	--	--
		F	--	--	--	--	--	--	--	--

Table 4.48 (Continued)

				Ethnic Group						
County	Segment	Sex	Number	American Indian	Asian	Filipino	Black	Hispanic	White	Ethnic Data Missing
Yuba	HS	M	248	5.2	2.0	0.4	2.4	6.1	83.9	0.0
		F	236	6.8	3.0	0.8	3.4	4.6	81.4	0.0
	UC	T	12	0.0	16.7	0.0	0.0	0.0	83.3	0.0
	CSU	T	18	6.3	0.0	12.5	0.0	12.5	68.7	11.1
	CCC	M	94	4.6	5.8	0.0	3.5	7.0	79.1	8.5
		F	137	6.3	0.8	1.6	4.8	5.5	81.0	8.0
Tuolume	HS	M	206	7.3%	0.0%	0.5%	0.0%	3.4%	88.8%	0.0%
		F	165	6.7	0.0	0.0	0.0	3.6	89.7	0.0
	UC	T	7	0.0	0.0	0.0	0.0	0.0	100.0	14.3
	CSU	T	18	6.2	0.0	0.0	0.0	0.0	93.8	11.1
	CCC	M	91	1.2	0.0	0.0	0.0	2.3	96.5	5.5
		F	74	0.0	0.0	0.0	0.0	5.5	94.5	1.3
Lake	HS	M	189	1.6	0.5	0.0	0.5	4.2	93.2	0.0
		F	186	1.1	0.0	0.0	0.5	4.3	94.1	0.0
	UC	T	7	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	T	20	0.0	0.0	0.0	0.0	0.0	100.0	5.0
	CCC	M	83	1.3	0.0	0.0	1.4	0.0	97.3	10.8
		F	80	3.8	0.0	0.0	0.0	3.8	91.1	1.2

Table 4.48 (Continued)

County	Segment	Sex	Number	Ethnic Group						Ethnic Data Missing
				American Indian	Asian	Filipino	Black	Hispanic	White	
TOTAL COUNTIES	HS	M	117,564	1.2	5.2	1.3	7.8	15.7	68.8	0.0
		F	121,348	0.8	4.9	1.2	8.6	15.7	68.8	0.0
	UC	M	7,935	0.4	15.8	2.6	3.4	6.7	71.1	6.6
		F	8,645	0.4	14.7	2.8	6.0	5.4	70.7	6.4
	CSU	M	10,523	4.4	9.2	2.3	6.1	10.3	67.7	12.4
		F	12,977	3.4	8.1	2.4	8.7	10.6	66.8	12.1
	CCC	M	51,099	2.0	4.8	1.6	9.7	16.6	65.3	8.1
		F	54,172	1.9	3.5	1.5	10.5	16.9	65.7	7.0
TOTAL (UC,CSU,CCC)		M	69,557	2.2	6.7	1.8	8.4	14.6	66.3	8.6
		F	75,794	2.0	5.6	1.7	9.7	14.5	66.5	7.8
		T	145,351	2.1	6.1	1.8	9.1	14.5	66.4	8.2

Source: *California College-Going Rates 1981 Update*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

Table 4.49

Ethnic Distributions of 1981 Graduates of Public California High Schools and Fall 1981 First-Time Freshmen in the University of California, the California State University, and the California Community Colleges, by Sex

		Segment				
Ethnic Group*	Sex	High School	University of California	California State University	California Community Colleges	Total: UC, CSU, and CCC
American Indian	M	1.2%	0.4%	4.4%	2.0%	2.2%
	F	0.8	0.4	3.4	1.9	2.0
	T	1.0	0.4	3.8	2.0	2.1
Asian	M	5.2	15.8	9.2	4.8	6.7
	F	4.9	14.7	8.1	3.5	5.6
	T	5.0	15.2	8.6	4.1	6.1
Filipino	M	1.3	2.6	2.3	1.6	1.8
	F	1.2	2.8	2.4	1.5	1.7
	T	1.3	2.7	2.3	1.6	1.8
Black	M	7.8	3.4	6.1	9.7	8.4
	F	8.6	6.0	8.7	10.5	9.7
	T	8.2	4.8	7.5	10.1	9.1
Hispanic	M	15.7	6.7	10.3	16.6	14.6
	F	15.7	5.4	10.6	16.9	14.5
	T	15.7	6.0	10.6	16.7	14.5
White	M	68.8	71.1	67.7	65.3	66.3
	F	68.8	70.7	66.8	65.7	66.5
	T	68.8	70.9	67.2	65.5	66.4
Ethnic Data Missing	M	0.0	6.6	12.4	8.1	8.6
	F	0.0	6.4	12.1	7.0	7.8
	T	0.0	6.5	12.2	7.5	8.2

*The sum of the percentages in each column, exclusive of "Ethnic Data Missing," is 100. Thus, the first entry at the top of the table means that American Indian males comprised 1.2 percent of the male high school graduates in 1981. Similarly, the last entry at the bottom of the table means that whites comprised 66.4 percent of the combined group of first-time freshmen in the three public segments of higher education in Fall 1981.

Source: *California College-Going Rates 1981 Update*, California Postsecondary Education Commission: Sacramento, Ca. (December 1982).

Table 4.50

California State University Enrollments and Percent of Selected Ethnic Minority Students in the High School

		Chicano and Other Hispanic			
Campus	Total Campus Enrollment Fall 1981	High School Percent	Service Area Percent	Fall 1981 Campus Percent	BA Degrees Percent
Bakersfield	3,400	20.3%	19.7%	11.8%	11.0%
Chico	14,276	---	5.8	4.2	3.7
Dominguez Hills	8,269	14.3	---	9.3	8.2
Fresno	16,243	33.4	25.2	13.9	9.6
Fullerton	23,284	---	15.5	8.8	7.6
Hayward	11,483	7.2	11.4	6.6	5.2
Humboldt	7,460	1.9	4.4	3.1	2.6
Long Beach	31,928	19.7	22.7	9.3	6.4
Los Angeles	22,180	24.3	23.4	---	19.3
Northridge	28,026	27.0	29.8	9.3	7.3
Pomona	16,170	23.3	18.3	12.3	9.7
Sacramento	22,662	---	9.8	---	4.0
San Bernardino	4,961	15.7	14.7	---	17.2
San Diego	33,714	20.9	14.4	8.0	6.7
San Francisco	24,467	7.0	12.3	7.0	4.7
San Jose	24,945	12.1	11.7	8.8	6.7
San Luis Obispo	16,392	20.4	18.3	4.5	2.4
Sonoma	5,423	---	17.7	4.5	3.0
Stanislaus	4,283	17.4	16.2	9.0	8.0

Note: Dashes indicate that accurate data are not available.

Table 4.50 (Continued)

Student Body, Service-Area Population, Campus Student Body, and Among Baccalaureate Degree Recipients, 1980-81

Black				American Indian			
High School Percent	Service Area Percent	Fall 1981 Campus Percent	BA Degrees Percent	High School Percent	Service Area Percent	Fall 1981 Campus Percent	BA Degrees Percent
5.4%	4.1%	8.6%	3.8%	1.9%	---	---	---
---	1.1	2.1	0.5	---	2.1%	1.3%	0.8%
36.5	---	41.0	36.0	0.5	---	3.1	2.4
4.8	4.1	4.0	2.2	1.2	---	1.4	1.0
---	2.8	3.2	1.8	---	0.4	---	0.6
11.6	12.3	12.9	11.0	0.4	0.5	2.7	2.0
0.8	0.7	0.5	0.2	4.8	2.8	3.1	1.1
13.4	14.6	9.8	6.1	0.4	0.7	3.1	1.3
20.4	18.2	---	12.5	1.3	0.9	---	7.0
24.7	27.6	7.1	3.7	0.5	---	2.4	1.2
8.7	10.8	4.0	3.1	0.4	0.3	1.3	2.0
---	5.8	---	5.0	---	---	---	2.0
5.7	4.6	---	9.0	0.5	1.4	---	2.0
1.9	4.3	4.3	2.1	0.5	---	2.2	1.2
11.4	9.3	9.7	7.5	0.3	0.2	1.8	1.2
3.9	3.9	6.9	5.0	0.3	0.3	3.4	2.0
3.8	3.8	1.5	0.7	0.8	---	0.9	0.9
---	6.8	4.3	3.0	---	1.0	2.5	1.5
0.5	3.6	4.9	4.3	---	---	1.8	1.4

Source: Data for the high school percent (which includes all grade levels within the high school) and service-area population were prepared by the California State University Chancellor's Office using data from the 1979-80 academic year. Data for the campus percent and the baccalaureate degree recipient percent are from the Commission's Information System. The baccalaureate degree data are for academic year 1980-81, while the enrollment data are for Fall 1981.

Core Student Affirmative Action in the California State University: A Second Education, California Postsecondary Education Commission: Sacramento, Ca., December 1982.

Table 4.51

NUMBERS OF COMMUNITY COLLEGE STUDENTS WHO TRANSFERRED TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY TOGETHER WITH NUMBERS OF FIRST-TIME FRESHMEN FROM CALIFORNIA HIGH SCHOOLS (1965-1981)

	Community College Transfer Students			First-Time Freshmen	
	Fall Term		Full Year	Fall Term Only	
Year	UC	CSU	CSU	UC	CSU*
1965	2,948	14,603	--	--	14,023
1966	3,761	19,295	--	12,341	15,574
1967	3,702	22,059	--	13,072	16,082
1968	3,785	26,596	--	11,665	18,844
1969	4,458	28,207	43,963	12,066	17,539
1970	5,166	29,059	49,245	13,233	18,984
1971	6,154	32,546	52,989	13,637	19,306
1972	7,165	34,619	53,820	14,358	22,094
1973	8,193	33,089	51,335	15,011	22,210
1974	7,813	32,646	51,144	14,915	22,886
1975	8,002	35,537	52,917	15,460	23,239
1976	7,123	32,653	51,230	14,935	23,498
1977	6,392	34,001	51,159	14,820	23,867
1978	6,193	31,609	47,430	15,850	24,668
1979	5,649	30,428	46,326	16,534	25,703
1980	5,428	30,490	46,649	16,340	25,470
1981	4,778	30,026	44,871**	16,580	23,500

*Fall statistics represent about 90% of first-time freshmen who enter during the full year.

**Estimated June 1, 1982.

Source: *Update of Community College Transer Student Statistics, June 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 4.

Table 4.52

NUMBER OF COMMUNITY COLLEGE TRANSFERS TO EACH CALIFORNIA STATE UNIVERSITY CAMPUS, FALL 1979-1981

Campus	Fall 1979	Fall 1980	Fall 1981
Bakersfield	439	399	331
Chico	1,777	1,726	1,787
Dominguez Hills	874	901	840
Fresno	1,522	1,601	1,593
Fullerton	2,044	2,099	2,219
Hayward	1,013	997	1,085
Humboldt	804	748	783
Long Beach	3,062	3,021	3,269
Los Angeles	1,434	1,506	1,582
Northridge	2,371	2,323	2,180
Pomona	1,390	1,472	1,208
Sacramento	2,789	2,812	2,732
San Bernardino	514	611	596
San Diego	3,304	3,379	2,908
San Francisco	2,090	2,099	2,084
San Jose	2,541	2,400	2,359
San Luis Obispo	1,287	1,214	1,266
Sonoma	718	670	663
Stanislaus	455	512	541
Total	30,428	30,490	30,026

Source: *Update of Community College Transfer Student Statistics, June 1982*, California Postsecondary Education Commission: Sacramento, Ca.

Table 4.53

ETHNIC DISTRIBUTION OF COMMUNITY COLLEGE TRANSFER STUDENTS TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY, FALL 1980 AND 1981
(In Percents)

			Ethnicity						
Transfer to	Year	N*	American Indian	Asian	Filipino	Black	Chicano	White	Percent Unknown
UC	1980	5,356	1.1%	9.6%	1.1%	3.7%	7.4%	77.1%	10.0%
	1981	4,778	1.0	10.2	1.2	4.0	8.1	75.5	9.9
CSU	1980	30,527	1.5	6.1	1.2	6.1	10.0	75.1	37.2
	1981	30,026	5.6	7.1	1.3	6.4	8.4	71.2	16.3

Source: California Postsecondary Education Commission, June 1982.

*N includes nonresident aliens, "other" ethnicity, and nonrespondents, all of whom were excluded from the N on which the computation of percentages for the various ethnic groups were based. Therefore, Ns for specific ethnic groups which might be computed from the data in this table would likely be larger than those actually reported.

Source: *Update of Community College Transfer Student Statistics, June 1982*, California Postsecondary Education Commission: Sacramento, Ca.

Table 4.54

ETHNIC DISTRIBUTION OF COMMUNITY COLLEGE TRANSFER STUDENTS TO THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY (FALL 1981)

(In Percents)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Allan Hancock	UC	21	5.0%	5.0%	0.0%	10.0%	5.0%	75.0%	4.8%
	CSU	170	3.7	8.0	1.5	3.6	8.0	75.2	19.4
American River	UC	113	4.8	2.9	2.9	1.0	1.0	87.4	9.7
	CSU	785	5.8	2.2	0.5	5.5	4.5	81.5	7.0
Antelope Valley	UC	18	0.0	0.0	0.0	0.0	11.8	88.2	5.6
	CSU	123	5.3	0.9	1.8	2.7	4.5	84.8	8.9
Bakersfield	UC	22	0.0	4.8	0.0	0.0	9.5	85.7	4.5
	CSU	373	11.6	2.7	0.9	4.4	10.4	70.0	9.7
Barstow	UC	10	0.0	0.0	0.0	0.0	0.0	100.0	40.0
	CSU	33	0.0	0.0	0.0	26.1	13.0	60.9	30.3
Butte	UC	9	0.0	0.0	0.0	0.0	0.0	88.9	0.0
	CSU	348	4.9	1.2	0.0	3.0	4.0	86.9	5.7
Cabrillo	UC	151	0.8	2.3	0.8	0.8	8.7	86.6	15.9
	CSU	256	4.4	3.9	0.5	1.5	4.0	85.7	20.7
Canada	UC	28	4.0	4.0	0.0	4.0	12.0	76.0	10.7
	CSU	132	3.9	1.0	1.0	3.9	4.8	85.4	22.0
Cerritos	UC	48	2.2	17.8	2.2	4.5	22.2	51.1	6.3
	CSU	535	9.2	9.2	3.5	5.3	14.3	58.5	15.0
Cerro Coso	UC	5	0.0	0.0	0.0	20.0	0.0	80.0	0.0
	CSU	38	3.0	3.1	0.0	9.1	3.0	81.8	13.2
Chabot	UC	67	0.0	9.4	3.1	6.3	7.8	73.4	4.5
	CSU	483	3.7	7.1	3.2	4.8	4.6	76.6	9.9

Table 4.54 (Continued)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Chaffey	UC	38	0.0%	2.9%	0.0%	2.9%	11.8%	82.4%	10.5%
	CSU	236	5.4	2.4	0.0	3.0	9.0	80.2	29.2
Citrus	UC	22	0.0	10.5	0.0	0.0	15.8	73.7	13.6
	CSU	225	8.6	2.3	0.8	0.8	11.7	75.8	43.1
City College of S.F.	UC	95	1.1	66.7	2.3	1.1	1.2	27.6	8.4
	CSU	812	1.2	40.0	4.1	7.7	7.5	39.5	31.0
Coastline	UC	4	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	45	2.6	20.5	0.0	2.6	0.0	74.3	13.3
College of Alameda	UC	40	0.0	12.8	2.6	17.9	10.3	56.4	2.5
	CSU	126	3.0	11.0	6.0	27.0	5.0	48.0	20.6
College of Marin	UC	78	0.0	4.1	0.0	0.0	2.7	93.2	6.4
	CSU	306	3.1	4.0	0.4	1.3	2.2	89.0	25.8
College of San Mateo	UC	104	2.2	14.1	0.0	1.1	5.4	77.2	11.5
	CSU	510	4.2	9.6	0.7	4.0	4.5	77.0	20.6
College of the Canyons	UC	14	0.0	0.0	0.0	0.0	0.0	100.0	7.1
	CSU	75	6.5	1.6	6.4	0.0	0.0	85.5	17.3
College of the Desert	UC	16	0.0	0.0	0.0	0.0	7.1	92.9	12.5
	CSU	81	6.0	4.5	1.4	4.5	16.4	67.2	17.3
College of the Redwoods	UC	12	0.0	9.1	0.0	0.0	0.0	90.9	8.3
	CSU	224	6.4	1.5	1.0	1.0	3.0	87.1	9.8
College of the Sequoias	UC	48	2.2	8.9	0.0	2.2	13.3	73.4	6.3
	CSU	308	2.0	2.8	0.8	4.0	17.4	73.0	19.5
College of the Siskiyous	UC	4	0.0	0.0	0.0	25.0	0.0	75.0	0.0
	CSU	83	7.1	2.8	0.0	5.6	4.2	80.3	14.5
Columbia	UC	5	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	64	2.0	0.0	0.0	6.0	8.0	84.0	21.9

Table 4.54 (Continued)

Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
			Ethnicity						
Compton	UC	7	0.0%	33.3%	0.0%	66.7%	0.0%	0.0%	14.3%
	CSU	191	0.0	2.8	1.8	79.8	8.6	7.3	42.9
Contra Costa	UC	32	0.0	20.0	0.0	12.0	8.0	60.0	21.9
	CSU	174	3.7	16.2	1.5	19.9	9.6	49.3	21.8
Cosumnes	UC	9	0.0	22.2	0.0	0.0	22.2	55.6	0.0
	CSU	162	2.8	7.7	1.3	13.4	7.7	67.1	11.7
Crafton Hills	UC	23	0.0	0.0	0.0	0.0	14.3	85.7	8.7
	CSU	105	10.0	0.0	0.0	2.5	3.7	83.8	23.8
Cuesta	UC	21	0.0	0.0	0.0	0.0	5.3	94.7	9.5
	CSU	193	3.6	0.7	1.4	1.4	5.0	87.9	27.5
Cuyamaca	UC	2	0.0	0.0	0.0	0.0	0.0	100.0	5.0
	CSU	42	0.0	2.8	5.5	0.0	5.6	86.1	14.3
Cypress	UC	30	0.0	6.9	0.0	0.0	17.2	75.9	3.3
	CSU	426	10.5	5.7	2.4	1.6	8.9	70.9	10.3
De Anza	UC	100	0.0	18.0	1.1	0.0	1.1	79.8	11.0
	CSU	547	3.3	6.5	0.8	1.5	5.2	82.7	12.2
Diablo Valley	UC	199	1.1	4.9	0.5	2.7	2.7	88.1	7.5
	CSU	875	5.8	3.7	1.0	1.7	2.0	85.8	9.7
East L.A.	UC	52	0.0	15.9	4.6	0.0	72.7	6.8	15.4
	CSU	416	0.5	19.5	0.4	5.0	61.4	13.2	47.1
El Camino	UC	118	0.9	14.5	0.9	7.3	9.1	67.3	6.8
	CSU	802	7.4	9.1	1.1	10.9	6.9	64.6	9.6
Evergreen	UC	8	0.0	28.6	0.0	0.0	14.3	57.1	12.5
	CSU	147	5.9	18.5	5.0	11.8	10.9	47.9	19.0
Feather River	UC	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	34	0.0	0.0	0.0	11.8	5.9	82.3	0.0

Table 4.54 (Continued)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Foothill	UC	124	0.0%	12.1%	0.0%	0.0%	4.6%	83.3%	12.9%
	CSU	403	2.9	6.3	0.9	2.3	5.5	82.1	13.9
Fresno	UC	20	0.0	11.8	0.0	17.6	17.6	53.0	15.0
	CSU	620	1.3	3.3	0.4	3.8	15.6	75.6	22.6
Fullerton	UC	58	0.0	14.0	0.0	0.0	6.0	80.0	13.8
	CSU	728	12.1	6.3	0.3	1.1	6.1	74.1	12.4
Gavilan	UC	10	0.0	11.1	0.0	11.1	22.2	55.6	10.0
	CSU	75	7.8	9.4	1.6	0.0	6.2	75.0	14.7
Glendale	UC	53	0.0	6.1	2.0	0.0	12.3	79.6	7.5
	CSU	312	4.4	10.5	0.0	0.4	9.6	75.1	26.6
Golden West	UC	61	0.0	20.7	0.0	0.0	5.7	73.6	13.1
	CSU	535	9.8	8.9	0.2	1.0	4.6	75.5	9.9
Grossmont	UC	63	0.0	0.0	0.0	3.8	5.8	90.4	17.5
	CSU	501	7.4	3.9	1.3	1.1	7.0	79.3	8.2
Hartnell	UC	29	0.0	6.9	0.0	0.0	13.8	79.3	0.0
	CSU	185	7.4	7.4	4.0	2.7	14.1	64.4	19.5
Imperial Valley	UC	10	0.0	0.0	0.0	0.0	87.5	12.5	20.0
	CSU	150	0.0	2.4	1.6	2.4	60.2	33.4	18.0
Indian Valley	UC	12	8.3	0.0	0.0	0.0	8.3	83.4	0.0
	CSU	95	2.6	1.3	1.3	3.8	2.5	88.5	17.9
Lake Tahoe	UC	3	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	15	8.3	0.0	8.3	0.0	8.4	75.0	20.0
Laney	UC	43	2.6	12.8	0.0	17.9	7.7	59.0	9.3
	CSU	131	2.1	13.5	1.0	38.5	9.4	35.4	26.7
Lassen	UC	6	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	42	2.9	0.0	0.0	11.8	5.9	79.4	19.0

Table 4.54 (Continued)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Long Beach	UC	50	2.2%	10.9%	2.2%	8.7%	13.0%	63.0%	8.0%
	CSU	681	8.8	7.4	1.4	8.8	6.1	67.4	8.5
L.A. City	UC	69	0.0	23.9	4.5	26.9	16.4	28.3	2.9
	CSU	452	1.3	15.2	4.4	32.8	16.2	30.1	34.1
L.A. Harbor	UC	35	0.0	9.1	0.0	9.1	12.1	69.7	5.7
	CSU	379	4.8	9.3	3.0	11.9	11.6	59.4	11.6
L.A. Mission	UC	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	37	5.7	8.6	0.0	14.3	14.3	57.1	5.4
L.A. Pierce	UC	94	0.0	9.5	1.2	0.0	1.2	88.1	10.6
	CSU	763	7.9	4.4	0.5	2.7	4.6	79.9	13.9
L.A. Southwest	UC	7	0.0	0.0	0.0	100.0	0.0	0.0	0.0
	CSU	128	1.0	1.9	0.0	91.3	3.9	1.9	19.5
L.A. Trade-Tech	UC	8	0.0	0.0	0.0	62.5	25.0	12.5	0.0
	CSU	141	3.3	7.8	0.0	56.7	23.3	8.9	36.2
L.A. Valley	UC	90	0.0	8.7	1.2	5.0	6.3	78.8	11.1
	CSU	577	7.3	3.3	0.6	5.4	8.3	75.1	16.6
Los Medanos	UC	9	0.0	0.0	0.0	0.0	11.1	88.9	0.0
	CSU	71	3.3	3.3	1.7	10.0	6.7	75.0	15.5
Mendocino	UC	0	--	--	--	--	--	--	--
	CSU	46	7.1	2.4	0.0	2.4	11.9	76.2	8.7
Merced	UC	12	9.1	9.1	0.0	9.1	18.2	54.5	8.3
	CSU	245	1.9	3.2	0.0	8.3	9.2	77.4	11.4
Merritt	UC	48	0.0	16.3	0.0	20.9	14.0	48.8	10.4
	CSU	155	1.5	13.9	1.5	20.0	3.9	59.2	16.1
Mira Costa	UC	19	0.0	0.0	0.0	7.1	7.2	85.7	26.3
	CSU	82	2.6	3.9	1.3	2.6	6.5	83.1	6.1

Table 4.54 (Continued)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Mission	UC	8	0.0%	16.6%	0.0%	0.0%	66.7%	16.7%	25.0%
	CSU	57	9.8	9.8	2.0	5.9	7.8	64.7	10.5
Modesto	UC	33	0.0	3.4	0.0	0.0	6.9	89.7	12.1
	CSU	417	4.2	1.4	0.3	1.1	7.5	85.5	13.7
Monterey Peninsula	UC	50	0.0	14.6	4.1	2.1	0.0	79.2	4.0
	CSU	188	2.5	18.7	2.5	11.9	2.5	61.9	14.5
Moorpark	UC	52	0.0	4.1	0.0	0.0	8.2	87.7	5.8
	CSU	266	6.3	1.3	0.8	2.9	5.0	83.7	10.2
Mt. San Antonio	UC	30	0.0	13.8	10.3	0.0	6.9	69.0	3.3
	CSU	495	7.8	6.2	1.2	6.9	11.3	66.6	32.3
Mt. San Jacinto	UC	19	5.5	0.0	0.0	5.6	0.0	88.9	5.3
	CSU	36	0.0	0.0	0.0	11.1	7.4	81.5	25.0
Napa	UC	25	0.0	0.0	0.0	8.0	20.0	72.0	0.0
	CSU	160	5.7	2.1	0.7	2.1	4.9	84.5	11.3
Ohlone	UC	22	0.0	15.8	5.3	0.0	10.5	68.4	13.6
	CSU	237	11.3	8.0	1.0	2.4	11.3	66.0	10.5
Orange Coast	UC	223	0.5	9.3	0.0	1.5	2.4	86.3	8.5
	CSU	895	12.2	8.9	0.6	1.0	3.3	74.0	9.3
Oxnard	UC	4	0.0	0.0	0.0	0.0	33.3	66.7	25.0
	CSU	34	0.0	0.0	10.7	25.0	7.1	57.2	17.6
Palo Verde	UC			NO DATA					
	CSU	5	0.0	0.0	0.0	0.0	33.3	66.7	40.0
Palomar	UC	87	0.0	3.9	0.0	0.0	5.2	90.9	11.5
	CSU	411	4.9	4.9	1.1	1.1	8.3	79.7	6.6
Pasadena	UC	135	0.0	16.9	1.7	8.5	6.8	66.1	12.6
	CSU	617	4.1	8.1	0.3	10.7	9.4	67.4	36.3

Table 4.54 (Continued)

Community College	Transfer to	N	Ethnicity American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Porterville	UC	3	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%
	CSU	67	1.7	3.3	0.0	3.3	10.0	81.7	10.4
Reedley	UC	8	0.0	28.6	0.0	0.0	0.0	71.4	12.5
	CSU	163	2.6	8.6	0.3	0.9	19.0	68.1	28.8
Rio Hondo	UC	16	0.0	16.7	0.0	0.0	16.7	66.6	25.0
	CSU	275	10.5	6.5	0.0	1.5	33.0	48.5	27.3
Riverside	UC	86	2.7	4.1	0.0	8.2	9.6	75.4	15.1
	CSU	310	3.3	2.9	0.8	13.5	7.3	72.2	21.0
Sacramento	UC	95	3.6	39.8	0.0	7.2	3.6	45.8	12.6
	CSU	588	3.7	21.5	0.8	11.0	9.2	53.8	16.8
Saddleback	UC	111	0.9	6.5	2.8	2.8	6.6	80.4	3.6
	CSU	373	7.5	2.6	0.3	1.5	2.4	85.7	10.2
San Bernardino	UC	36	0.0	0.0	0.0	0.0	19.4	80.6	13.9
	CSU	392	5.5	2.4	0.6	10.7	12.5	68.3	16.3
San Diego City	UC	52	2.2	4.4	6.7	2.2	8.9	75.6	13.5
	CSU	232	2.4	7.1	3.8	18.9	17.1	50.7	9.1
San Diego Mesa	UC	98	2.4	3.5	1.2	3.5	11.8	77.6	13.3
	CSU	588	5.6	6.3	1.7	3.6	6.5	76.3	6.0
San Diego Miramar	UC	1	0.0	0.0	0.0	0.0	0.0	0.0	100.0
	CSU	35	5.9	2.9	17.6	3.0	5.9	64.7	2.9
San Joaquin Delta	UC	68	4.9	13.1	4.9	1.7	9.8	65.6	10.3
	CSU	478	4.3	11.0	1.7	4.0	7.6	71.4	12.1
San Jose	UC	5	0.0	25.0	0.0	25.0	0.0	50.0	20.0
	CSU	242	6.4	12.3	3.9	8.4	12.3	56.7	16.1
Santa Ana	UC	44	0.0	30.6	0.0	0.0	8.3	61.1	18.2
	CSU	308	9.1	12.5	0.0	2.7	8.0	67.7	14.6

Table 4.54 (Continued)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
Santa Barbara	UC	194	1.1%	1.1%	0.6%	1.1%	7.4%	88.7%	8.8%
	CSU	231	4.2	2.1	1.6	1.1	5.3	85.7	18.2
Santa Monica	UC	225	0.5	6.9	0.0	3.9	4.9	83.8	9.3
	CSU	445	4.2	8.8	0.8	6.6	7.8	71.8	18.7
Santa Rosa	UC	89	1.2	3.7	0.0	2.5	2.5	90.1	9.0
	CSU	600	1.7	2.0	0.9	0.7	3.3	91.4	9.5
Shasta	UC	23	0.0	4.7	0.0	0.0	4.8	90.5	8.7
	CSU	259	6.2	0.8	0.0	0.0	2.9	90.1	6.6
Sierra	UC	29	3.5	0.0	3.6	0.0	3.6	89.3	3.4
	CSU	253	5.2	4.7	0.8	0.0	2.6	86.7	7.9
Skyline	UC	20	0.0	5.0	0.0	10.0	15.0	70.0	0.0
	CSU	216	2.6	5.9	7.2	9.9	14.5	59.9	29.6
Solano	UC	43	0.0	4.9	7.3	7.3	14.6	65.9	4.7
	CSU	195	3.5	5.3	5.3	3.6	8.3	74.0	13.3
Southwestern	UC	33	3.7	3.7	3.7	3.7	22.2	63.0	18.2
	CSU	256	2.2	6.9	6.9	4.7	19.0	60.3	9.4
Taft	UC	2	50.0	0.0	0.0	0.0	0.0	50.0	0.0
	CSU	40	18.8	0.0	0.0	0.0	3.1	78.1	20.0
Ventura	UC	111	0.0	5.6	2.8	0.0	15.0	76.6	3.6
	CSU	275	3.2	4.0	2.0	2.0	12.8	76.0	9.1
Victor Valley	UC	6	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	77	0.0	0.0	3.1	9.2	12.3	75.4	15.6
Vista	UC	2	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	9	0.0	0.0	0.0	40.0	0.0	60.0	44.4
West Hills	UC	1	0.0	0.0	0.0	0.0	0.0	100.0	0.0
	CSU	53	0.0	4.7	0.0	9.3	11.6	74.4	18.9

Table 4.54 (Continued)

			Ethnicity						
Community College	Transfer to	N	American Indian	Asian	Fili-pino	Black	Chicano	White	Percent Unknown Ethnicity
West L.A.	UC	39	0.0%	2.7%	0.0%	27.0%	2.7%	67.6%	5.1%
	CSU	226	0.6	5.7	0.6	47.7	6.9	38.5	23.0
West Valley	UC	106	1.1	9.1	0.0	1.2	6.8	81.8	17.0
	CSU	699	8.3	6.7	0.5	0.8	5.0	78.7	10.9
Yuba	UC	25	0.0	20.0	0.0	0.0	5.0	75.0	20.0
	CSU	254	1.8	5.4	0.0	4.5	5.4	82.9	12.6
TOTAL	UC	4,767	1.0	10.2	1.2	4.0	8.1	75.5	9.9
	CSU	29,991	5.6	7.1	1.3	6.4	8.4	71.2	16.3

Source: *Update of Community College Transfer Student Statistics, June 1982*, California Postsecondary Education Commission: Sacramento, Ca.

Table 4.55

ETHNIC DISTRIBUTIONS OF COMMUNITY COLLEGE TRANSFER STUDENTS TO THE UNIVERSITY AND THE STATE UNIVERSITY, COMPARED WITH THAT OF ALL FULL-TIME COMMUNITY COLLEGE STUDENTS

(Fall 1979)

	Type of Students*		
Ethnic Group	Full-time in Community Colleges	Transfer to the University	Transfer to State University
American Indian	1.5%	0.7%	1.6%
Asian	6.9**	8.8	6.6
Filipino	--	1.2	1.8
Black	12.2	3.3	6.8
Hispanic	12.1	7.5	9.7
White	67.3	78.5	73.5
Unknown	0.1	6.8	36.6

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*Columns add to 100 percent, exclusive of the "unknown."
**Includes Filipinos.

Source: *California College — Going Rates, 1979 Update*, California Postsecondary Education Commission: Sacramento, Ca.

Table 4.56

ETHNIC DISTRIBUTIONS OF COMMUNITY COLLEGE TRANSFER STUDENTS TO THE UNIVERSITY AND THE STATE UNIVERSITY, COMPARED WITH THAT OF FIRST-TIME FRESHMEN IN COMMUNITY COLLEGES (FALL 1980)

	Type of Students*		
Ethnic Group	First-Time Freshmen	Transfer to the University	Transfer to the State University
American Indian	1.7%	1.1%	1.5%
Asian	4.1	9.6	6.1
Filipino	1.4	1.1	1.2
Black	9.2	3.7	6.1
Hispanic	14.4	7.4	10.0
White	69.2	77.1	75.1
Unknown	5.9	10.0	37.2

*Columns add to 100 percent, exclusive of the "unknown."

Source: *California College — Going Rates and Community College Transfers, 1980 Update*, California Postsecondary Education Commission: Sacramento, Ca., p. 21.

Appendix 4.1

CALIFORNIA COLLEGES AND UNIVERSITIES BY COUNTY

County	University of California	California State University	California Community Colleges	Independent Colleges and Universities
ALAMEDA	Berkeley	Hayward	Peralta (4) Chabot Ohlone	Holy Names Mills
BUTTE		Chico	Butte	
CONTRA COSTA			Contra Costa (3)	Saint Mary's of California
EL DORADO			Lake Tahoe	
FRESNO		Fresno	State Center (2) West Hills	Fresno Pacific
HUMBOLDT		Humboldt	Redwoods	
IMPERIAL			Imperial Valley	
KERN		Bakersfield	Kern County (2) Taft	
LASSEN			Lassen	
LOS ANGELES	Los Angeles	Los Angeles Long Beach Northridge Dominguez Hills California State Polytechnic--Pomona	Los Angeles (9) Antelope Valley Cerritos Citrus Compton El Camino Glendale Long Beach Mt. San Antonio Pasadena Rio Hondo Canyons Santa Monica	Azusa Pacific Biola California Institute of Technology Claremont McKenna Harvey Mudd Los Angeles Baptist Loyola Marymount Marymount Palos Verdes Mt. St. Mary's Occidental Pepperdine Pitzer Pomona Scripps University of La Verne

Appendix 4.1 (Continued)

County	University of California	California State University	California Community Colleges	Independent Colleges and Universities
LOS ANGELES (continued)				University of Southern California Whittier Woodbury
MARIN			Marin (2)	Dominican College of San Rafael World College West
MENDOCINO			Mendocino	
MERCED			Merced	
MONTEREY			Hartnell Monterey Peninsula	
NAPA			Napa	Pacific Union
ORANGE	Irvine	Fullerton	Coast (3) North Orange (2) Rancho Santiago Saddleback (2)	Chapman Pacific Christian Southern California College
PLACER			Sierra	
PLUMAS			Feather River	
RIVERSIDE	Riverside		Desert Mt. San Jacinto Palo Verde Riverside	California Baptist
SACRAMENTO		Sacramento	Los Rios (3)	
SAN BERNARDINO		San Bernardino	Barstow Chaffey San Bernardino (2) Victor Valley	Loma Linda University of Redlands

Appendix 4.1 (Continued)

County	University of California	California State University	California Community Colleges	Independent Colleges and Universities
SAN DIEGO	San Diego	San Diego	San Diego (3) Grossmont (2) Mira Costa Palomar Southwestern	Point Loma United States International University of San Diego
SAN FRANCISCO		San Francisco	San Francisco	Golden Gate Simpson University of San Francisco Cogswell College
SAN JOAQUIN			San Joaquin Delta	Humphreys University of the Pacific
SAN LUIS OBISPO		California State Polytechnic	Cuesta	
SAN MATEO			San Mateo (3)	College of Notre Dame Menlo
SANTA BARBARA	Santa Barbara		Allan Hancock Santa Barbara	Westmont
SANTA CLARA		San Jose	Foothill-De Anza (2) Gavilan San Jose (2) West Valley (2)	Stanford University of Santa Clara
SANTA CRUZ	Santa Cruz		Cabrillo	Bethany Bible
SHASTA			Shasta	
SISKIYOU			Siskiyous	
SOLANO			Solano	
SONOMA		Sonoma	Santa Rosa	
STANISLAUS		Stanislaus	Modesto	
TEHAMA			(Shasta)	

Appendix 4.1 (Continued)

County	University of California	California State University	California Community Colleges	Independent Colleges and Universities
TRINITY			(Shasta)	
TULARE			Porterville Sequoias	
TUOLUMNE			Columbia	
VENTURA			Ventura (3)	California Lutheran Thomas Aquinas College
YOLO	Davis			
YUBA			Yuba	

Source: *California College — Going Rates and Community College Transfer, 1980 Update,* California Postsecondary Education Commission: Sacramento, Ca. (January 1982).

Appendix 4.2

Ethnicity of CSU Campus Student Body in Relation to Service Area, 12th Grade, K-12, and General Population, 1976-80

Source: Core Student Affirmative Action Office, Office of the Chancellor, California State University: Long Beach, Ca. (Special Tabulations: March, 1982).

CAMPUS CSC, Bakersfield

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	4.1	1.2	1.7	1.5
Asian	1.7	0.9	1.0	1.9
Black	6.5	4.4	4.6	3.6
Chicano	10.7			
Other Hispanic	1.3			
Total Hispanic	12.0	21.8	29.1	24.0
Other	75.7	71.7	63.6	69.0
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Inyo, Kern, Mono, Tulare Counties

CAMPUS CSC, Bakersfield

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.4	1.6	2.4	6.1	4.1	1.2	1.5
Asian	1.7	1.5	1.7	1.7	1.7	0.9	1.9
Black	6.1	6.5	6.6	7.3	6.5	4.4	3.6
Chicano	11.1	10.6	10.2	10.5	10.7		
Other Hispanic	0.4	0.4	0.6	0.8	1.3		
Total Hispanic	11.5	11.0	10.8	11.3	12.0	21.8	24.0
Other	79.3	79.4	78.5	73.6	75.7	71.7	69.0
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Chico

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	0.9	3.4	4.4	2.2
Asian	1.6	0.6	0.6	0.6
Black	2.0	1.3	1.1	1.0
Chicano	3.6			
Other Hispanic	0.5			
Total Hispanic	4.1	4.0	4.8	4.8
Other	91.4	90.7	89.1	91.4
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Butte, Glenn, Lassen, Modoc, Pluman, Shasta, Siskiyous, Tehema Counties

CAMPUS CSU, Chico

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	0.8	0.8	0.8	1.0	0.9	3.4	2.2
Asian	1.9	1.3	1.4	1.5	1.6	0.6	0.6
Black	2.1	2.5	2.4	2.4	2.0	1.3	1.0
Chicano	2.8	3.4	3.4	3.3	3.6		
Other Hispanic	0.5	0.5	0.5	0.5	0.5		
Total Hispanic	3.3	3.9	3.9	3.8	4.1	4.0	4.8
Other	91.9	91.5	91.5	91.3	91.4	90.7	91.4
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Dominguez Hills

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.5	0.3	0.4	0.6
Asian	6.8	5.9	5.1	5.8
Black	38.7	17.1	16.9	13.0
Chicano	6.7			
Other Hispanic	1.8			
Total Hispanic	8.5	21.2	35.0	27.4
Other	44.5	55.5	42.6	53.2
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Los Angeles County

CAMPUS CSU, Dominguez Hills

Ethnicity of Campus Student Body 1976-80 in Relation to Service Area 12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.1	1.2	1.3	1.4	1.5	0.3	0.6
Asian	7.1	7.9	6.3	6.8	6.8	5.9	5.8
Black	31.6	33.5	37.1	37.8	38.7	17.1	13.0
Chicano	6.2	6.5	5.2	6.4	6.7		
Other Hispanic	1.0	1.0	1.5	1.7	1.8		
Total Hispanic	7.2	7.5	6.7	8.1	8.5	21.2	27.4
Other	53.0	49.9	48.6	45.9	44.5	55.5	53.2
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Fresno

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.4	0.9	1.1	1.0
Asian	5.0	2.3	1.6	2.5
Black	4.0	4.9	5.0	3.9
Chicano	11.9			
Other Hispanic	1.0			
Total Hispanic	12.9	25.9	35.8	29.1
Other	76.7	66.0	56.5	63.5
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Fresno, Kings, Madera, Tulare Counties

CAMPUS CSU, Fresno

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	0.7	0.7	1.0	1.1	1.4	0.9	1.0
Asian	6.7	4.9	5.2	5.4	5.0	2.3	2.5
Black	4.1	4.0	3.9	4.0	4.0	4.9	3.9
Chicano	10.1	11.2	11.3	11.9	11.9		
Other Hispanic	0.6	0.4	0.5	0.7	1.0		
Total Hispanic	10.7	11.6	11.8	12.6	12.9	25.9	29.1
Other	77.8	78.8	78.1	76.9	76.7	66.0	63.5
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Fullerton

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	0.8	0.3	0.5	0.7
Asian	5.3	3.3	5.0	1.3
Black	3.0	0.9	1.8	4.5
Chicano	6.5			
Other Hispanic	2.4			
Total Hispanic	8.9	8.1	16.1	14.8
Other	82.0	87.4	76.6	78.7
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Orange County

CAMPUS CSU, Fullerton

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.3	1.2	1.1	0.9	0.8	0.3	0.7
Asian	2.7	2.5	3.0	4.3	5.3	3.3	1.3
Black	2.7	2.9	3.1	3.4	3.0	0.9	4.5
Chicano	6.6	6.9	6.9	6.6	6.5		
Other Hispanic	1.0	1.1	1.6	2.0	2.4		
Total Hispanic	7.6	8.0	8.5	8.6	8.9	8.1	14.8
Other	85.7	85.4	84.3	82.8	82.0	87.4	78.7
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Hayward

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.9	0.5	0.7	0.6
Asian	8.7	4.7	4.7	6.6
Black	13.1	15.0	19.3	15.1
Chicano	3.8			
Other Hispanic	2.7			
Total Hispanic	6.5	8.2	10.0	10.5
Other	69.8	71.6	65.3	67.2
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Alameda, Contra Costa Counties

CAMPUS CSU, Hayward

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.3	1.3	1.4	1.5	1.9	0.5	0.6
Asian	5.5	5.5	6.4	7.4	8.7	4.7	6.6
Black	13.3	13.8	14.0	13.7	13.1	15.0	15.1
Chicano	2.8	3.5	3.3	3.5	3.8		
Other Hispanic	1.1	1.3	2.5	2.7	2.7		
Total Hispanic	3.9	4.8	5.8	6.2	6.5	9.6	10.5
Other	76.0	74.6	72.4	71.2	69.8	71.6	67.2
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS Humboldt State

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	2.1	6.9	8.5	4.8
Asian	1.6	1.1	0.8	0.8
Black	0.7	0.4	0.6	0.5
Chicano	2.3			
Other Hispanic	0.6			
Total Hispanic	2.9	3.0	3.2	4.3
Other	92.7	88.6	86.9	89.6
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Del Norte, Humboldt, Mendocino, Trinity Counties

CAMPUS Humboldt State

Ethnicity of Campus Student Body 1976-80 in Relation to Service Area 12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.6	1.7	1.6	1.8	2.1	6.9	4.8
Asian	1.6	1.7	1.7	1.8	1.6	1.1	0.8
Black	1.0	1.0	0.7	0.8	0.7	0.4	0.5
Chicano	2.0	2.0	2.0	2.2	2.3		
Other Hispanic	0.4	0.3	0.4	0.4	0.6		
Total Hispanic	2.4	2.3	2.4	2.6	2.9	3.0	4.3
Other	93.4	93.3	93.6	93.0	92.7	88.6	89.6
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Long Beach

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.2	0.3	0.4	0.6
Asian	9.5	5.3	5.1	5.5
Black	8.4	13.1	13.5	10.3
Chicano	6.4			
Other Hispanic	2.0			
Total Hispanic	8.4	18.1	30.8	25.1
Other	72.5	63.2	50.2	58.5
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Los Angeles, Orange Counties

CAMPUS CSU, Long Beach

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.3	1.1	1.1	1.3	1.2	0.3	0.6
Asian	7.8	7.9	8.3	9.2	9.5	5.3	5.5
Black	7.5	8.1	8.5	8.9	8.4	13.1	10.3
Chicano	5.5	5.9	6.2	6.5	6.4		
Other Hispanic	1.4	1.3	1.5	1.7	2.0		
Total Hispanic	6.9	7.2	7.7	8.2	8.4	18.1	25.1
Other	76.5	75.7	74.4	72.4	72.5	63.2	58.5
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Los Angeles

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	0.8	0.3	0.4	0.6
Asian	18.5	5.9	5.1	5.8
Black	15.0	17.1	16.9	13.0
Chicano	19.5			
Other Hispanic	4.6			
Total Hispanic	25.1	21.2	35.0	27.4
Other	41.6	55.5	42.6	53.2
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Los Angeles County

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CAMPUS CSU, Los Angeles

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	0.8	0.8	0.8	0.8	0.8	0.3	0.6
Asian	16.0	14.2	15.8	17.2	18.5	5.9	5.8
Black	15.5	15.9	15.5	14.8	15.0	17.1	13.0
Chicano	14.7	16.1	16.6	18.2	19.5		
Other Hispanic	3.4	3.3	3.6	4.0	4.6		
Total Hispanic	18.1	19.4	20.2	22.2	23.1	21.2	27.4
Other	49.6	49.7	47.7	45.0	41.6	55.5	53.2
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Northridge

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	0.9	0.4	0.5	0.7
Asian	6.4	5.6	4.8	5.6
Black	6.2	15.9	15.8	11.9
Chicano	5.5			
Other Hispanic	3.2			
Total Hispanic	8.7	20.7	34.1	27.2
Other	77.8	57.4	44.8	54.6
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Ventura, Los Angeles Counties

CAMPUS CSU, Northridge

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	2.2	2.0	2.5	1.0	0.9	0.4	0.7
Asian	3.0	3.3	5.5	5.7	6.4	5.6	5.6
Black	4.0	4.0	6.9	6.2	6.2	15.9	11.9
Chicano	4.5	4.2	5.3	5.7	5.5		
Other Hispanic	1.4	1.3	2.9	3.3	3.2		
Total Hispanic	5.9	5.5	8.2	9.0	8.7	20.7	27.2
Other	84.9	85.2	76.9	78.1	77.8	57.4	54.6
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSPU, Pomona

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.4	0.4	0.5	0.7
Asian	9.4	5.4	4.7	5.4
Black	3.9	16.0	15.7	11.8
Chicano	8.7			
Other Hispanic	2.7			
Total Hispanic	11.4	20.6	33.4	26.7
Other	73.9	57.6	45.7	55.4
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Los Angeles, San Bernardino Counties

CAMPUS CSPU, Pomona

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.1	1.9	1.7	1.4	1.4	0.4	0.7
Asian	3.4	3.3	4.8	7.8	9.4	5.4	5.4
Black	3.4	3.8	3.9	3.5	3.9	16.0	11.8
Chicano	7.0	6.8	8.2	8.8	8.7		
Other Hispanic	1.4	1.0	1.7	2.7	2.7		
Total Hispanic	8.4	7.8	9.9	11.5	11.4	20.6	26.7
Other	83.7	83.2	79.7	75.8	73.9	57.6	55.4
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSU, Sacramento

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Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.8	1.2	1.5	1.0
Asian	7.6	4.4	3.8	4.8
Black	6.1	7.3	8.3	6.0
Chicano	5.2			
Other Hispanic	0.7			
Total Hispanic	5.9	10.3	12.8	11.4
Other	78.6	76.8	73.6	76.8
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Amador, Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, San Joaquin, Solano, Sutter, Yolo, Yuba Counties

CAMPUS CSU, Sacramento

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.8	1.8	1.7	1.8	1.8	1.2	1.0
Asian	6.3	6.3	7.0	7.6	7.6	4.4	4.8
Black	5.8	6.1	6.4	6.1	6.1	7.3	6.0
Chicano	4.4	4.6	5.1	5.0	5.2		
Other Hispanic	0.4	0.5	0.6	0.7	0.7		
Total Hispanic	4.8	5.1	5.7	5.7	5.9	10.3	11.4
Other	81.3	80.7	79.2	78.8	78.6	76.8	76.8
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSC, San Bernardino

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	2.5	0.8	1.0	1.1
Asian	2.5	1.3	1.3	1.6
Black	13.3	6.8	6.7	5.0
Chicano	15.8			
Other Hispanic	3.6			
Total Hispanic	19.4	16.9	23.4	18.6
Other	62.3	74.2	67.6	73.7
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Riverside, San Bernardino Counties

CAMPUS CSC, San Bernardino

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	3.0	1.8	2.0	2.4	2.5	0.8	1.1
Asian	1.1	0.7	1.3	2.1	2.5	1.3	1.6
Black	8.8	9.7	11.7	12.4	13.3	6.8	5.0
Chicano	11.5	11.3	12.8	15.2	15.8		
Other Hispanic	0.8	1.0	1.8	2.6	3.6		
Total Hispanic	12.3	12.3	14.6	17.8	19.4	16.9	18.6
Other	74.8	75.5	70.4	65.3	62.3	74.2	73.7
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS San Diego State

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.4	0.5	0.7	0.8
Asian	3.1	3.1	3.4	4.7
Black	4.1	5.9	7.0	5.5
Chicano	5.3			
Other Hispanic	2.0			
Total Hispanic	7.3	15.5	21.7	16.7
Other	84.1	75.0	67.2	72.3
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Imperial, San Diego Counties

CAMPUS San Diego State

Ethnicity of Campus Student Body 1976-80 in Relation to Service Area 12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	0.7	0.7	1.7	1.5	1.4	0.5	0.8
Asian	2.2	1.5	2.4	3.0	3.1	3.1	4.7
Black	3.4	3.1	4.4	4.1	4.1	5.9	5.5
Chicano	4.7	4.3	6.4	5.9	5.3		
Other Hispanic	0.8	0.5	1.7	1.8	2.0		
Total Hispanic	5.5	4.8	8.1	7.7	7.3	15.5	16.7
Other	88.2	89.9	83.4	83.7	84.1	75.0	72.3
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS San Francisco State

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.3	0.4	0.4	0.5
Asian	16.4	13.6	13.2	14.0
Black	9.5	9.9	13.7	8.6
Chicano	2.8			
Other Hispanic	3.8			
Total Hispanic	6.6	9.0	12.3	11.1
Other	66.2	67.1	60.4	65.8
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Marin, San Francisco, San Mateo Counties

CAMPUS San Francisco State

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	0.8	0.9	0.8	1.2	1.3	0.4	0.5
Asian	13.2	13.0	14.1	14.4	16.4	13.6	14.0
Black	8.5	9.6	9.7	9.6	9.5	9.9	8.6
Chicano	2.6	2.9	2.8	2.8	2.8		
Other Hispanic	2.7	2.8	3.1	3.3	3.8		
Total Hispanic	5.3	5.7	5.9	6.1	6.6	9.0	11.1
Other	72.2	70.8	69.5	68.7	66.2	67.1	65.8
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS San Jose State

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.9	0.5	0.6	0.6
Asian	11.4	5.3	5.8	7.6
Black	7.4	4.2	5.4	4.2
Chicano	6.6			
Other Hispanic	2.2			
Total Hispanic	8.8	12.9	21.2	17.4
Other	70.5	77.1	67.0	70.2
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Monterey, San Benito, Santa Clara, Santa Cruz, San Mateo Counties

CAMPUS San Jose State

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.2	1.3	1.6	1.7	1.9	0.5	0.6
Asian	9.4	8.4	9.2	10.6	11.4	5.3	7.6
Black	5.9	6.7	8.3	7.4	7.4	4.2	4.2
Chicano	6.5	6.7	7.4	7.1	6.6		
Other Hispanic	1.0	1.1	1.8	2.0	2.2		
Total Hispanic	7.5	7.8	9.2	9.1	8.8	12.9	17.4
Other	76.0	75.8	71.7	71.2	70.5	77.1	70.2
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CPSU, San Luis Obispo

Ethnicity of 1980 Campus Student Body in Relation to Service Area 12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.0	0.5	0.7	1.0
Asian	4.4	3.8	3.3	4.2
Black	1.6	3.9	4.4	3.9
Chicano	3.0			
Other Hispanic	1.0			
Total Hispanic	4.0	15.3	25.5	19.5
Other	89.0	76.5	66.1	71.4
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Monterey, San Luis Obispo, Santa Barbara Counties

CAMPUS CPSU, San Luis Obispo

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.8	1.9	1.7	1.5	1.0	0.5	1.0
Asian	3.1	3.0	3.2	3.6	4.4	3.8	4.2
Black	1.7	2.1	1.8	1.7	1.6	3.9	3.9
Chicano	3.0	2.7	2.7	2.7	3.0		
Other Hispanic	0.5	0.5	0.6	0.7	1.0		
Total Hispanic	3.5	3.2	3.3	3.4	4.0	15.3	19.5
Other	89.9	89.8	90.0	89.8	89.0	76.5	71.4
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS Sonoma State

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.3	1.0	1.6	1.1
Asian	1.7	2.3	2.5	3.1
Black	4.1	4.7	5.6	4.0
Chicano	2.5			
Other Hispanic	1.7			
Total Hispanic	4.2	5.0	6.8	7.2
Other	88.7	87.0	83.5	84.6
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Lake, Marin, Mendocino, Napa, Solano, Sonoma Counties

CAMPUS Sonoma State

Ethnicity of Campus Student Body 1976-80
in Relation to Service Area
12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.4	1.2	1.5	1.8	1.3	1.0	1.1
Asian	1.1	1.3	1.4	1.4	1.7	2.3	3.1
Black	3.5	3.5	3.2	3.5	4.1	4.7	4.0
Chicano	3.4	3.2	2.9	3.2	2.5		
Other Hispanic	1.0	1.1	1.3	1.6	1.7		
Total Hispanic	4.4	4.3	4.2	4.8	4.2	5.0	7.2
Other	89.6	89.7	89.7	88.5	88.7	87.0	84.6
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

CAMPUS CSC, Stanislaus

Ethnicity of 1980 Campus Student Body
in Relation to Service Area
12th Grade, K-12, and General Population

Ethnic Group	Your Campus[1] (Fall 1980) %	12th Grade[2] Graduates %	Service Area[3] K-12 Population %	Service Area 1980[4] General Population %
American Indian	1.7	1.3	1.3	1.1
Asian	2.1	3.0	2.3	3.3
Black	5.3	4.2	4.8	3.8
Chicano	7.3			
Other Hispanic	1.4			
Total Hispanic	8.7	16.4	21.6	17.7
Other	82.2	75.1	70.0	74.1
TOTAL*	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:
1. Enrollment by Ethnic Group (IR 81-07) CSU Chancellor's Office, April 1981
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. Racial Distribution of Students 1979-80 State Department of Education, 1981
4. 1980 Census of Population and Housing Advance Report, U.S. Census, March 1981

Campus Service Area: Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne Counties

CAMPUS CSC, Stanislaus

Ethnicity of Campus Student Body 1976-80 in Relation to Service Area 12th Grade and General Population

Ethnic Group	76[1] %	77[1] %	78[1] %	79[1] %	80[1] %	Service Area[2] 12th Grade Graduates %	Service Area[2] 1980 General Population %
American Indian	1.5	1.6	1.6	1.4	1.7	1.3	1.1
Asian	1.7	1.6	2.0	2.2	2.1	3.0	3.3
Black	5.6	4.7	4.9	6.1	5.3	4.2	3.8
Chicano	6.4	7.9	8.6	8.0	7.3		
Other Hispanic	0.8	0.8	1.3	1.3	1.4		
Total Hispanic	7.2	8.7	9.9	9.3	8.7	16.4	17.7
Other	84.0	83.4	81.6	81.0	82.2	75.1	74.1
TOTAL*	100%	100%	100%	100%	100%	100%	100%

*Special Note: For CSU percentage, the percent distribution by ethnic group is based on students indicating an ethnic group. The categories of "Declined to State," "Other," and "Non-resident Aliens" are not included.

Data Sources:

1. The CSU ethnicity data reported here are taken from the yearly report series "Enrollment by Ethnic Group," CSU Division of Institutional Research
2. Racial Distribution of Students 1979-80 State Department of Education, 1981
3. 1980 U.S. Census of Population and Housing Advanced Report, March 1981

References and Additional Sources

1. A. Astin, *Minorities in American Higher Education*, Jossey-Bass, San Francisco, Ca., 1982. This is probably the most comprehensive and authoritative analysis of ethnic minorities and higher education to date. The study is specifically concerned with the educational experiences of Blacks, Chicanos, Puerto Ricans, and American Indians; Asians were excluded from the study because they are not considered a "disadvantaged" minority in higher education.

   The data in the study are national in scope, drawn primarily from the 1970s, and are scrupulously presented and analyzed. Much of the work is devoted to questioning the values implicit in standardized testing, and presentation of a long list of policy recommendations designed to improve ethnic minority representation and attainment in higher education. But the major contribution of the study is its strong empirical base in addressing the following questions:

   ### Educational Access, Choice, and Attainment

   To what extent are Blacks, Chicanos, Puerto Ricans, and American Indians represented at various points in the educational pipeline between secondary school and completion of advanced training? Where are the major leakage points in this pipeline?

   What is the representation of each of these four minority groups by field of study and type of institution?

   How has the representation of each minority group changed since the mid-1960s?

   ### Factors Influencing Educational Development

   How are the educational access and attainment of minority students influenced by family background, socioeconomic status, and personal characteristics?

   What features or characteristics of educational institutions and programs (for example, type of high school, type of higher education institution, student peer groups, faculty attitudes, special institutional programs) are most critical in affecting the progress of minority students?

   How is the progress of minority students affected by the type of financial aid they receive during undergraduate and graduate training?

   Which governmental programs seem to be the most effective and which the least effective in facilitating minority progress in higher education?

2. *Information Digest*, California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, Ca. (annual). An annual publication of CPEC, the Digest is the most comprehensive single source of comparative data on the four segments of postsecondary education in California. The report presents data and narrative summaries on enrollments, participation and transfer rates, degrees awarded, faculty, staff, finances, and test scores.

   The data appearing in the Digest are drawn from several sources. In general, data for the sections on student enrollment, degrees conferred, and faculty were obtained directly from the segments' systemwide offices or, in the case of independent institutions, from the individual campuses. Finance data are excerpted from selected issues of the Governor's Budget. California and national data appearing in the section on student enrollment and degrees conferred are provided by the National Center for Education Statistics. Scholastic Aptitude Test Score data and introductory comments are obtained from the College Entrance Examination Board.

3. The following studies, prepared by the Caifornia Postsecondary Education Commission, provide the most comprehensive and authoritative sources of data on freshmen participation rates in California higher education. Ethnic computations typically form a central part of the analysis.

   Access in a Broader Context: College-Going Rates in California. Commission Report 78-14. Sacramento: The Commission, October 1978.

   College-Going Rates in California: 1979 Update. Commission Report 81-3. Sacramento: The Commission, January 1981.

   California College-Going Rates and Community College Transfers: 1980 Update. Commission Report 80-2. Sacramento: The Commission, January 1982.

   California College-Going Rates: 1981 Update. Commission Report 82-42. Sacramento: The Commission, December 1982.

4. The most comprehensive treatments of community college transfer patterns in California are contained in the following studies published by the California Postsecondary Education Commission:

   California College-Going Rates and Community College Transfers, 1980 Update. Commission Report 80-2. Sacramento: The Commission, January 1982.

   Update of Community College Transfer Student Statistics, June 1982. Commission Report 82-24. Sacramento: The Commission, June 1982.

   California College-Going Rates, 1981 Update. Commission Report 82-42. Sacramento: The Commission, December 1982.

5. *Summary of the Final Report of the Statewide Longitudinal Study of Community College Students*, California Postsecondary Education Commission, Sacramento, Ca. The Statewide Longitudinal Study (SLS) represents one of the most important sources of data on students in California Community Colleges. The classification of student prototypes in community colleges emerged as perhaps the major contribution of the study. In addition to the summary prepared by CPEC, here are other studies on SLS which might be consulted:

   Hunter, Russell and Sheldon, M. Stephen. *Statewide Longitudinal Study: Report on Academic Year 1978-79, Part I* — Fall Results. Los Angeles: Pierce College, undated.

   Hunter, Russell and Sheldon, M. Stephen. *Statewide Longitudinal Study: Report on Academic Year 1979-80, Part III* — Fall Results. Los Angeles: Pierce College, undated.

   Sheldon, M. Stephen. *Statewide Longitudinal Study, 1978-81, Final Report.* Los Angeles: Pierce College, undated.

6. *The Condition of Education*, U.S. Department of Education, National Center for Education Statistics, Washington, D.C. (annual). This series of statistical reports is published annually by NCES and is probably the single best source of recent national data bearing on elementary, secondary, and postsecondary education. A narrative summary accompanies each section of detailed tabular and graphic data. In addition to presenting basic enrollment data, the report focuses on additional issues of special concern each year, such as educational financing, outcomes, achievement, attrition, programs, student opinions, and faculty and staff salaries. A four-year cumulative index is provided in each edition.

   Much of the data in the report are drawn from the Current Population Surveys of the U.S. Bureau of the Census; standard NCES data bases and special studies; the Higher Education General Information Survey; and studies sponsored by the National Education Association.

7. *Representation of Minorities in Higher Education in the West*, Western Interstate Commission for Higher Education, Boulder, Colo., 1980. This report does not attempt to address the causes or cures for the unequal participation of minorities in education. It simply provides current information on the representation of minorities in higher education in the West. Data are provided from the thirteen western states included in WICHE: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

   Included in the report is information on patterns of minority enrollment and degrees awarded in undergraduate, graduate, and first-professional programs in private and public institutions in the West. A breakdown of enrollment by race and sex is provided for graduate and first-professional programs. The ratios of minority enrollments to minority populations in each of the thirteen states are examined.

8. *Blacks in Higher Education: Access, Choice, and Attainment; Chicanos in Higher Education: Progress and Attainment*, Higher Education Research Institute (HERI), Los Angeles, Ca., 1981 and 1982, respectively. Prepared by the HERI staff, these studies (together with companion works on Puerto Ricans and American Indians) formed the background analyses that resulted in the publication of *Minorities in American Higher Education* (Jossey-Bass, 1982). They are among the most comprehensive treatments of Black and Chicano experiences in higher education.

9. *Minorities in Higher Education: First Annual Status Report*, American Council on Education, Office of Minority Concerns, 1982. This report is a compilation of data on ethnic minorities in American postsecondary education. The emphasis in this first edition appears to be on Black students.

10. *Minorities in Two-Year Colleges*, Institute for the Study of Educational Policy, Howard University, 1980. This is a rather comprehensive analysis of minority enrollments, concerns, problems, and progress in American community colleges. Although the data displays and literature reviews are useful, the document makes no attempt at neutrality in describing and analyzing the data.

11. *Demographic Changes and Their Implications for Enrollment*, Undergraduate Enrollment Study, University of California Systemwide Administration, Berkeley, Ca., 1980. This is one of several Task Force Studies on enrollment in the University of California. The major focus of this report is on demographic change in the state and college participation rates to the year 2000. The study found little evidence to support the notion that participation rates either can or will improve over the next decade. It concludes that "the results of the analyses of the factors underlying participation rates

are not encouraging to those who hope that increased participation rates may help offset the demographic decline of the 1980s." It specifically points out some of the eligibility problems in attempting to increase participation rates among ethnic minorities and community college transfers. The demographic projections suggest that a 15 to 20 percent increase in participation rates would be required in the 1980s to hold University enrollments constant at the 1979 level.

12. *Statistical Abstract*, Division of Institutional Research, Office of the Chancellor, California State University, Long Beach, Ca. (annual). This is the basic reference source on statistical data for the California State University, although little ethnic information has been included to date. The Division also publishes eleven, more detailed reports during the year on enrollments and degrees granted.

Section Five
Retention and Graduation Rates

Students may attend college to serve many different goals — personal, social, academic, career — but all presumably require some measure of persistence and some minimal level of academic performance. This section examines ethnic group variations in academic achievement levels and in college retention and graduation rates. Obviously, the implicit biases of most government and educational planners interested in such issues are that a) education is "good" for the individual, and attrition is a sign of personal, political or institutional "failure" in some sense, and b) the ultimate goal of college attendance (and measure of "success") should be an academic degree and graduation. However, neither of these prescriptive assumptions need guide a more limited descriptive investigation of data surrounding these issues. In fact, neither assumption is empirically true for all individuals under all circumstances.

Here is an overview of the major data displays and substantive findings which follow:

1. Trend data on the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), and grade point averages are presented by ethnic group, nationally and for the California State University system. Relatively few changes have occurred in these indicators over the past few years.

2. Levels of educational attainment have stabilized for all ethnic groups in recent years; the major gains were achieved between 1965 and 1975.

3. All ethnic groups except Asians are increasingly underrepresented at each higher "transition point" in the higher education system pipeline.

4. Almost all data consistently indicate that retention and graduation rates are highest for Whites and Asians, and lowest for Hispanics and American Indians. Blacks usually fall about midway between these groups.

5. Attrition rates for all groups are highest in community colleges, and ethnics are vastly overrepresented in this segment of higher education.

6. The California State University is inherently a "high risk" educational system, given its relatively "open" admissions policies and the demographic composition of its student population. Accordingly, retention efforts aimed at ethnics should be equally cognizant of the constraints on improving retention rates.

7. The voluminous data on student attrition offer few empirical guideposts on which to base policy and resource decisions.

8. Data are provided on degree recipients by ethnicity and discipline in the California State University and the University of California.

9. Data are presented on five- and seven-year graduation rates by ethnic group in the California State University and elsewhere; three-year rates are shown for community college transfers.

Academic Achievement

Approximately one million students participated in the College Board's Admissions Testing Program (ATP) in 1981. These participants represent one-third of the three million high school graduates, and two-thirds of the more than one-and-a-half million students who each year enter full-time college programs immediately after high school. Although it cannot be assumed that the ATP population is representative of all first-time enrolling freshmen, the data do offer some clues to differential achievement rates among various ethnic groups. Perhaps the most important caveat to note is that the ATP population includes about 75 percent of the students who are in the top fifth of their high school class, while only about 2 percent are in the bottom two-fifths; thus, it represents a relatively high-achieving group of students (Reference #1).

Table 5.1 shows Scholastic Aptitude Test (SAT) scores by ethnic group for the "verbal" portion of the test; Table 5.2 presents data for the math portion. Table 5.3 shows ethnic group scores for the Test of Standard Written English (TSWE) administered in conjunction with the SAT. Table 5.4 presents a nine-year summary of SAT and TSWE mean scores for prospective applicants and enrolling freshmen in the California State University, together with comparisons of California and nationwide college-bound seniors (also see Reference #2). SAT scores on both the verbal and mathematical tests have declined throughout the past decade, although they have stabilized recently.

The president of the College Board writes that the ATP data "indicate clearly the heterogeneity of students moving from secondary to postsecondary education . . . minority students, on the average, bring to the test background and experiences quite different from those of the majority" (Reference #1). At least there additional sets of data might therefore be useful interpretive adjuncts to the raw test scores. Tables 5.5 and 5.6 show the ethnic variations in levels of educational attainment for the parents of the ATP population. Table 5.7 suggests that small ethnic differences emerge in the degree-level goals of entering students, even among the relatively homogeneous strata of test participants. Finally, Tables 5.8 and 5.9 indicate rather substantial ethnic differences in the curricular program of secondary school seniors. Each of these three measures — parental education, degree goals, and academic preparation — have been shown to correlate highly with academic performance in college, persistence, and graduation prospects.

Table 5.10 offers one final set of data on the academic achievement levels of ethnic groups in the California State University. It shows the cumulative campus grade point averages for undergraduate students for the last five spring semesters; neither the ethnic rankings nor the GPA totals have changed much over the years.

Student Retention

Table 5.11 presents a general overview of levels of educational attainment in the United States for Whites, Blacks, and Hispanics. As attainment levels increase, the gap between Whites and the other groups also increases. Table 5.12 offers some trend data on college attainment rates for the 25-29 age group; the gains of the early to mid-1970s apparently were halted in the latter part of the decade. In one of the most important studies on the subject to date, Astin treats persistence in higher education in terms of an "educational pipeline" with various transition stages and "leakage points." Figure 5.1 depicts the percentages of students from five ethnic cohorts that can be expected to 1) graduate from high school; 2) enter college; 3) complete college (i.e., earn a four-year degree); 4)enter graduate or professional school; and 5) complete graduate or professional school. In both direction and magnitude, the patterns across groups are fairly uniform, especially for the last three stages. Astin offers these important conclusions about the data (Reference #3):

> All minority groups are increasingly underrepresented at each level of the higher educational system. Chicanos, Puerto Ricans, and American Indians are the most underrepresented of the four minority groups. The single most

> important factor in this underrepresentation is their extremely high rate of attrition from secondary school. The second most important factor is their greater-than-average attrition rate from undergraduate colleges.
>
> Blacks fall about midway between Whites and the other minority groups in terms of their likelihood of completing graduate or professional degrees. Their underrepresentation appears to be attributable to greater-than-average losses at all transition points except entry to graduate or professional school.
>
> With the exception of transition from undergraduate to graduate school, all four minority groups suffer disproportionately high losses at all transition points in higher education.

Another significant source of data on student retention is the 1977 National Longitudinal Study (NLS) conducted by the National Center for Education Statistics. The NLS data showed that the two-year attrition rate in two-year colleges was 39 percent compared to 23 percent in four-year institutions (Reference #4). A major retention problem for ethnic minority students, then, is their disproportionate distribution among community college enrollments. There is consistent evidence that retention rates are almost always lower in two-year colleges than in four-year institutions. Data on the impact of institutional types upon retention suggest that persistence rates are greatly improved for all ethnic groups at senior institutions. Of course, it may simply be that students who are more likely to persist elect to attend four-year schools in the first place and, therefore, already possess the necessary motivations, skills, and resources to continue.

Astin's data show that the minority student with the best chance of persisting (Reference #3):

1. Enters college with good high school grades.
2. Has well-developed study habits.
3. Has relatively high self-esteem in terms of academic ability.
4. Has taken a college preparatory course in high school.
5. Tends to come from a relatively affluent and well-educated family.
6. Is relatively young at the time of college entry.
7. Attends a four-year college or university rather than a community college.
8. Lives on campus rather than at home.
9. Receives financial aid in the form of grants or scholarships.
10. Does not have to work at an outside job.
11. Majors in education or social science rather than the natural sciences.
12. Attends a selective or prestigious institution.

There is nothing surprising about these findings; most hold true for Whites as well as for ethnic minorities. Yet, many of these correlates of student retention are extra-institutional in character — they predate or are beyond the direct control of postsecondary institutions. Moreover, these traits, experiences, and conditions (perhaps, prerequisites or antecedents) of college persistence simply do not characterize the vast majority of Blacks, Hispanics, and American Indians. Instead, most of these groups enter college with poor high school grades, preparation, and study habits; low academic self-esteem; come from poorly educated and economically depressed families; and choose to (or must) attend community colleges rather than senior-level or prestigious universities. Ethnic minorities therefore tend to be systematically and cumulatively disadvantaged in the three critical areas of educational skills, motivations, and resources.

A number of studies have indicated that continuance is a product of both academic and social integration between the individual and the institution. These modes of integration produce, in turn, a psychological commitment to higher education and an institutional commitment to a given campus. Ethnics face many obvious social, psychological, academic, economic, and institutional barriers to achieving either type of integration.

A recent retention and transfer report in the University of California presented these questions and summary responses concerning student attrition (Reference #5).

1. What do we know about attrition?

   Graduation rates for UC freshmen from the UC system (6 out of 10 in five years) are comparable to those of other state-supported universities. A seventh student will eventually graduate after a period of more than five years. One of the three who leave the University of California will eventually graduate from another college or university. Therefore, 8 out of 10 students who start as freshmen at one of the UC campuses will eventually obtain the baccalaureate from some college or university. In contrast, only 3 out of 10 freshmen in the California State University and Colleges (CSUC) System will graduate in five years from that system, and 8 out of 10 freshmen who enter the most selective private universities will graduate in five years from the same institution.

   Although historical data on graduation rates are not available for most campuses, the information that is available suggests that: 1) the five-year graduation rates in the early 1970's are somewhat higher than the graduation rates of the late 1940's, 1950's, and early 1960's and 2) students of the 1970's are taking longer to graduate than their counterparts of the 1960's.

   In contrast to these figures for freshmen, we found that the graduation rates for junior entrants, particularly community college transfers, have been declining and more transfer students are leaving in academic difficulty. Approximately 3 of 10 students who transfer to a UC campus from a community college leave within the first year, and approximately one-half of them will leave in academic difficulty. Increasing academic difficulty at the University is most pronounced for those with marginal grades in community college courses.

2. When do students leave?

   More students, including both freshmen and transfers, who leave the UC system before completing the baccalaureate, do so within their first academic year than in any other year.

3. Who are the high risk students?

   The literature indicates that students with the following characteristics tend to have higher attrition rates: poor previous academic performance, low test scores, lack of an academic or career goal, and lack of involvement with the campus community. Like other studies ours found that while there was a tendency for preadmission GPA's to be related to academic performance at the University, the background variables in our student record files were not good predictors of attrition in academic difficulty. However, we did find differences between the behavior of drop-outs and persisters after entering the University. Lack of involvement seems to be an important factor: most of our students who leave say they did not go to anyone for help in making their decision; and our persisters were more likely to have participated in orientation, worked on campus, lived on campus, worked no more than 20 hours per week, seen a counselor or advisor, and to have participated in extracurricular activities. We also found higher attrition rates for students who did not meet the University's regular admission requirements and, therefore, were admitted by special action.

4. Why do students leave?

   There is no simple explanation for why students leave, because a large number of psychological, sociological and economic factors interrelate in ways that make it difficult to determine the factors that led to the decision to leave. Based upon our telephone interviews, we roughly estimate that 40% of attrition is associated with academic integration, another 10% is related to social integration, and the rest can be attributed to personal and financial factors. For some students the combination of these factors results in poor academic performance, but many times the student voluntarily withdraws in good academic standing.

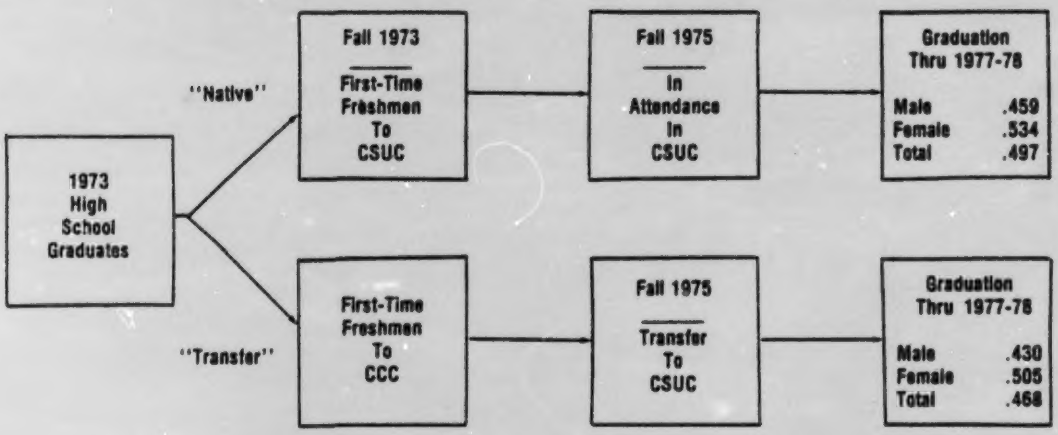
As far as the California State University is concerned, the following best summarizes the relationship between a "high-risk" educational system and all forms of student attrition (Reference #6):

> It should be remembered that the CSU system possesses almost all of the characteristics typically associated with student transfer, stopout, and dropout. Its student population is overwhelmingly nontraditional in the sense of being somewhat older than on most four-year campuses. The CSU student usually attends school part time, and works part time. He usually commutes to campus, and often is a product of the community college system which is always "available" if the four-year institution presents too many problems, either social or academic. He usually lives in an area of close proximity to several other CSU campuses, not to mention campuses of the University of California or of private institutions. He is the product of a social system (both national and regional) which emphasizes mobility and weak social ties, and a cultural system of change and transient values. In short, there is little reason to expect retention rates in the CSU to ever be above average. Given the nature of the student population it is committed to serving, and the reinforcing trends of a demographic and social nature, the most likely outcome is for attrition to continue to be a long-term problem for most campuses in the system. Almost by definition, attrition may be less a matter of student or institutional failure when the system itself could be characterized as "high risk" in nature.

The most detailed sources of evidence on student continuation rates in the California State University come from two reports prepared by the Division of Institutional Research of the Office of the Chancellor entitled "Those Who Stay" (Reference #7). These two studies, completed in 1979 and 1981, provide comprehensive data on continuation rates by campus in the CSU. Only a limited number of the tabulations specifically addressed retention and graduation rates for various ethnic groups (see the following section). However, an overview of the *general* patterns is useful (indeed, essential) for providing a context within which other data on ethnic attrition can be understood and evaluated.

Data on CSU students generally reveal that, after five years, 30 percent of the entering freshmen graduated from the initial college, 15 percent had transferred out of the system, 9 percent were still attending the initial college, 23 percent had left in good academic standing, 9 percent had left with a GPA below "C", and 13 percent had been dismissed for poor academic performance. Only 13 percent of new freshmen graduate from the initial institution in four years. Further, data from the studies show that 54 percent of new freshmen persisted for two years at the initial campus, and 5.3 percent had transferred elsewhere in the system after two years; the continuation rate for junior transfers was 46.3 percent after two years. The chart below reflects graduation rates by sex of native and transfer students within the system five years following initial matriculation.

Graduation Rates of "Native" and "Transfer" Students



All evidence on attrition points to the freshman, and to a far less extent, the sophomore years as the critical periods for losing or retaining students. Attrition among new students (including transfers) is always high, but especially so in the lower division. Most data suggest that the academic withdrawal rate for freshmen is more than twice that for sophomores. Thus, the difference between freshman and sophomore withdrawal rates is attributable almost entirely to academic problems; more of the less able (or less motivated) students leave early.

Some estimates suggest that 40-50 percent of an entering freshman class will graduate in four years, 20-30 percent will graduate "sometime, somewhere," and 30-40 percent never receive degrees. Some longitudinal studies are able to show that as much as 80 percent of an entering freshman class eventually receive a degree sometime during the decade following their admission.

Thus, it is readily apparent that a "loss" to a particular college obviously does not mean that the student may be lost to higher education altogether. Nationally, about four in ten students graduate from their entering college in four years. One more will eventually graduate from the entering institution in more than four years. Four will transfer to a different college, and two of these four will graduate. Therefore, about 70 percent of entering students on a campus eventually earn degrees, although the time and place vary widely. Furthermore, of the six students who left the entering campus, three did so during the first year, and two more during the second year (Reference #4). These general patterns have been consistently confirmed through scores of careful studies conducted over the past several decades.

Tables 5.13 and 5.14 show CSU continuation rates by campus for first-time freshmen and community college transfers. The systemwide rates increase anywhere from three to seven percent when the unit of analysis is broadened from the initial campus to the system generally. Moreover, intersegmental mobility is one of the most important features of the California system of higher education. This may help account for the somewhat lower continuation and graduation rates for campuses of initial entry in the CSU when compared to national data.

Since many, if not most, retention programs in the system are aimed directly or indirectly at ethnics, here are a few "axioms" worth considering about college retention that might make such efforts more realistic and productive (see Reference #6):

1. Two major problems have consistently plagued research on college attrition, one methodological and the other conceptual. The small samples and non-representative nature of many previous studies make broad generalizations difficult. Attrition rates especially must be interpreted with extreme caution since standardized definitions and measurement techniques are almost impossible to find.

   Student attrition and retention are conceptually related to several other dimensions of enrollment planning: recruitment, admissions, transfer, stopout, and dropout. It is unlikely that any institution will have either the resources or inclination to track students for a lifetime in order to determine whether they are pure dropouts from higher education, long-term stopouts from the original institution, or permanent transfers to another.

   Another conceptual problem involves the distinction between dropout resulting from academic failure and that which is the outcome of voluntary withdrawal. Because of the failure to distinguish between dropout, stopout, transfer, academic failure, voluntary withdrawal, objective and subjective reasons, and initial expectations versus current goals, previous research has often produced findings contradictory in character and/or misleading in interpretation. Drawing policy implications from data which are conceptually fuzzy is obviously hazardous.

2. Despite the plethora of empirical studies on student attrition over the past several decades, the data seldom offer unambiguous conclusions for policy decisions. Rather, most hypothesized relationships are either weak or non-existent; intuitive assumptions about causes or solutions are often untested or unproved; different studies often produce contradictory findings; and there is relatively little consensus among the most talented analysts of the problem over what should be done.

3. A significant improvement in retention rates will occur only through systematic study, planning, procedural and organizational reform, and commitment of resources. In other words, almost any meaningful solution will incur important financial and/or political costs. From this perspective, most retention studies and programs

in the system to date have been superficial; they produced few fundamental changes in who does what, who gets what, and the like. But substantive solutions to attrition are not likely through business-as-usual resource allocations or status quo political arrangements. The fact remains that retention will cost in the same sense that attrition is costly. A retention strategy that is simple and non-threatening is usually an indication that a campus is not willing or able to realistically address the problem.

4. The essence of good retention management is choice, tempered by the realization that a) some attrition is unavoidable and perhaps desirable (for the student); b) the institution has finite resources and cannot begin to address all of the potential needs (social, academic, psychological, career, financial) of students; c) in order to do a few things well, the institution will simply have to stop doing other things. Unless top level management is willing to make such decisions and choices, discussions of retention in the CSU (as elsewhere) are likely to continue to turn on the "do everything" mentality of wish lists and platitudes.

5. Are there things the system cannot do about attrition, and reasons why it should not? On both counts, the answer is yes. Environmental trends and events obviously set rather severe limits on the nature and magnitude of the problem, and the range of possible responses to it. The system and the individual campuses have relatively little to say about those political, economic, cultural, and social events which have direct or indirect implications for student continuance. Similarly, a host of personal contingencies (financial, health, family, job, etc.) are largely beyond the scope or control of the institution. It is important to remember that neither the student nor the institution is to "blame" for much of the attrition that occurs; rather, it is often a normal, logical, intelligent, or unavoidable response to a set of objective conditions quite unrelated to either the abilities of the student or the performance of the institution.

   However, even considering that portion of the attrition rate which is theoretically "controllable" by the institution (i.e., can be prevented or decreased), there may be academically sound reasons for tolerating it. First, there is a direct and positive relationship between selective admissions policies and low attrition rates; in a system committed (legally and otherwise) to open access and equal opportunity in admissions, a relatively high attrition rate is insured and automatic (e.g., much of the difference in attrition rates between the University of California and the CSU can be explained in terms of admissions standards). Second, there is an inverse relationship between academic quality and student retention; meaningless general education programs, grade inflation, and non-demanding courses and degree requirements could improve retention rates, but at unacceptable costs to the academic integrity of the institution. Third, in a social context of heightened career awareness and sensitivity, a greater vocational emphasis by the system might improve retention rates; however, an important aspect of the academic mission of the CSU is to provide a broad liberal arts educational experience, and not one which is narrow and technical in focus or intent. Fourth, institutional resources and student retention are positively related; unlimited spending on student services, facilities, libraries, computers and technical equipment, and a host of other items could be expected to favorably impress a student community. Obviously, there is no evidence to indicate that either the Legislature or the public values student retention enough to warrant such investments. Fifth, the CSU must balance both growth and decline, change and stability; short-term retention strategies may have negative and long-term programmatic consequences. Finally, in an environment increasingly prone to competition among educational segments, the CSU is committed to a policy of intersegmental cooperation; this implies flexible rules and regulations to permit the student to "move about" as his needs for personal and academic development dictate.

6. All of the general observations listed above can be summarized in a few axioms of college retention: attrition has many causes and effects, both known and unknown, controllable and uncontrollable, good and bad; solutions are easier to hypothesize than implement, and even more difficult to document; student concern is a poor substitute for hard data on analytic planning; few traditional retention efforts are ever evaluated, and even fewer would have much to show if they were; any serious attempt to deal with the problem will incur comparably serious costs; and, finally, redirection of existing resources is probably the only realistic alternative to fund retention efforts.

As noted in the introduction, ethnicity serves as a summary, surrogate variable for a host of social conditions and experiences which, in turn, tend to structure ethnically distinctive educational expectations and experiences. Thus, to the extent that college attrition is related to socioeconomic status, high school preparation, family and peer group support, and so forth, it will also be related to ethnic groups differentiated by such factors. If proper controls for SES, motivational levels, academic preparation, and the like are introduced, the variance in attrition rates attributable to ethnicity *per se* largely disappears. In that sense, a description of ethnic differences in participation, retention, and graduation rates in higher education amounts essentially to a commentary on the effects of social conditions on levels of educational attainment.

Among the hundreds of studies conducted over several decades on the "causes" and "cures" of student attrition, very few findings are empirically convincing. Nowhere is there compelling evidence that any precise combination of variables adequately "explains" much of the phenomenon. Indeed, most of the professional literature on the subject (with some notable exceptions) amounts to little more than well-intentioned rhetoric. One major study that did employ strict methodological controls was forced to conclude that "... the total variance of withdrawal behavior that can be accounted for by a set of the 11 most important variables is about 13 percent ... this means that about 87 percent of the withdrawal behavior is related to other unknown variables" (Reference #4).

Virtually any common-sensical variable one wishes to advance as a correlate of student attrition — whether social, academic, psychological, or institutional — will probably help explain some of the variance, but seldom very much. Null findings and weak, trivial relationships best characterize the current state of research on retention and attrition (see Reference #16). This fact alone should serve to temper enthusiasm for costly and ambitious institutional efforts designed to significantly and quickly improve retention rates among ethnic minorities; the issues are considerably more complex than the current spate of simplistic "retention workshops" would lead one to believe.

Finally, a number of studies have commented on the close relationship between levels of institutional selectivity and student retention; i.e., the more selective the admissions standards, the more qualified the entrant, and the more skills, motivation, and resources to persist. The admissions channels of the CSU are relatively "open" and are becoming more so in attempts to better serve groups traditionally excluded from higher education. Thus, to the extent that provisions for equal "access" are expanded, a revolving door of marginally qualified and interested students is automatically set in motion.

In the final analysis, college attrition rates for various ethnic groups are established long before the students even enter a segment of higher education and exist quite independently of anything a given institution may be doing or not doing. An institution may elect to "tinker" at the margins of social change, but the root causes of and cures for the low retention rates of certain ethnic groups reside ultimately in broader and more fundamental processes of a social, cultural, economic, and political nature.

Degree Recipients and Graduation Rates

Table 5.15 offers an overview of educational attainment for Whites, Blacks, and Hispanics by age group. For almost every age group, graduation rates for Hispanics are slightly lower than those for Blacks which in turn are considerably lower than those for Whites. Hispanic rates exceed those for Blacks among some older age groups, but this may be an artifact of using non-discrete categories in the tabulations. At any rate, it does appear that (nationally, at least) Blacks and Hispanics are only half as likely as Whites to have completed college, although younger members of ethnic minorities have narrowed the gap somewhat.

Astin reports some trend data on the percentages and absolute numbers of degree recipients among ethnic groups. The data suggest that the representation of Hispanics among baccalaureate recipients may be increasing slightly, while the representation of Blacks and American Indians has stabilized. Indeed, analysis of additional trend data on degree recipients in graduate, medical, and law schools leads Astin to conclude that ". . . there has been little change in minority representation in higher education since the mid-1970s" (Reference#3). The most dramatic gains for ethnic minorities at all levels apparently occurred between the mid-1960s and mid-1970s.

Table 5.16 presents a historical summary of degrees awarded in the University of California and the California State University from 1975-76 to 1979-80. The number and percentage of bachelor's, master's, doctoral, and first-professional degrees awarded are listed for each ethnic group. It is important to note that the data are based on known ethnicity totals, which exclude the categories of non-resident aliens, no response, and other. The number and percentage of students in the "no response" category were, in many instances, substantial in earlier years (see the discussion and data on this issue in the Introduction). Of course, most changes in the number and percentage of degrees awarded to various ethnic groups during this period are rather direct reflections of the changing ethnic composition of enrollments generally. The percentages, then, do not convey any information about graduation *rates* which requires tracking *cohorts* of students from different ethnic groups across several years.

Tables 5.7 through 5.22 summarize the 1980-81 data on degrees awarded by ethnicity and discipline for the University of California and California State University. Again, it should be pointed out that fully 18.3 percent of the bachelor's degree recipients at the State University and 14.1 percent at the University of California chose not to report ethnicity or described themselves as "other." At the master's level, the respective percentages were 20.4 and 19.9 for doctoral recipients and those receiving first professional degrees; the "non-response" and "other" totals were 26.2 and 11.7 percent, respsctively. The 1980-81 non-resident alien recipients constituted 5.6 percent of the bachelor's degrees awarded and 11.7 percent of the master's in the CSU, 2.1, 14.4, 11.7, and 0.6 percent of the bachelor's, master's, doctoral, and professional degrees at the University of California, respectively. Thus, degrees-awarded data by ethnic groups typically exclude anywhere up to one-fifth of all public university degree recipients in the state.

Data on degrees awarded by discipline can also be displayed by sex and age; the reader is encouraged to consult Reference #8 for such additional information. However, one set of summary data may be of some interest here. Table 5.23 shows the average age of degree recipients from 1976-77 through 1980-81 by sex, degree level, and public segment. Notice that the average age of all degree recipients has risen since 1976-77 at both the

State University and the University of California, with much greater increases reflected at the State University.

In general, the proportions of ethnic students enrolled in higher education are higher than the percentages actually receiving degrees. One explanation for this at the undergraduate level is that more ethnics are enrolled in two-year than four-year colleges and universities. Another explanation involves the higher attrition rates in all segments of American Indian, Black, and Hispanic groups compared to Whites and Asians. The data in Tables 5.24 and 5.25 indicate that college completion at the undergraduate level tends to be lower for Hispanics and American Indians than for Blacks and Whites, although the rates do vary according to the type of institution attended. The rates of graduate and advanced professional degree attainment tend to be fairly similar for Whites and Blacks, but rates for Hispanics are still somewhat lower (Tables 5.26 and 5.27).

Most retention studies conclude that Black and Hispanic students tend to have somewhat lower graduation rates than Whites, with Asians having the highest rates. The data in Table 5.28 show the five-year graduation rates for four ethnic groups at five different public institutions. The rates for the California State University are considerably lower than the other schools due, in large part, to the lower admissions standards for entering freshmen.

After seven academic years, about 40 percent of entering freshmen in the California State University have earned a bachelor's degree. Among female Asian students, the rate is 54 percent; for Black male students, the rate is 16 percent. Table 5.29 shows the seven-year CSU graduation rates by ethnicity and sex. Tables 5.30 and 5.31 present the five-year graduation rates for students in the State University system by campus and ethnic group, respectively. Finally, Table 5.32 shows the three-year CSU graduation rates by ethnic group of undergraduate transfers from California Community Colleges. These tables offer the best summary data available on graduation rates by ethnicity in the CSU. Of course, it is not known how many of the entering CSU freshmen or community college transfers may have received degrees outside of the State University system.

Table 5.1

National Scholastic Aptitude Test (SAT) Scores by Ethnicity (Verbal)

Test Score	American Indian		Black		Mexican-American		Asian/Pacific American		Puerto Rican		White		Other		All Students	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
750-800	5	0	11	0	9	0	89	0	5	0	1619	0	43	0	2041	0
700-749	23	0	59	0	31	0	277	1	21	0	6620	1	167	1	8221	1
650-699	55	1	221	0	78	1	655	2	41	1	16216	2	308	2	19633	2
600-649	116	2	596	1	223	2	1119	4	106	2	33231	5	574	3	39717	4
550-599	198	4	1284	2	442	3	1752	6	226	3	57140	8	984	5	68307	7
500-549	409	9	2724	4	908	6	2746	9	438	6	98419	14	1541	8	118146	12
450-499	592	13	4818	6	1540	11	3383	11	610	9	120259	17	1968	11	147959	15
400-449	744	16	8243	11	2292	16	4085	14	979	14	138117	19	2540	14	176912	18
350-399	829	18	12025	16	2843	20	4500	15	1148	16	121466	17	2916	16	167992	17
300-349	686	15	14185	19	2534	18	3945	13	1283	18	75047	10	2712	15	119063	12
250-299	625	13	16743	22	2213	15	3710	12	1207	17	38947	5	2681	14	80936	8
200-249	373	8	14525	19	1292	9	3492	12	974	14	12302	2	2134	11	45119	5
Total	4655		75434		14405		29753		7038		719383		18568		994046	
Mean	391		332		373		397		361		442		388		424	
Std. Dev.	109		95		99		124		105		103		120		110	

SOURCE: Profile, College Bound Seniors, 1981, College Entrance Examination Board.

Table 5.2

National Scholastic Aptitude Test (SAT) Scores by Ethnicity (Math)

Test Scores	American Indian		Black		Mexican-American		Asian/Pacific American		Puerto Rican		White		Other		All Students	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
750-800	8	0	24	0	24	0	633	2	9	0	5077	1	140	1	6570	1
700-749	39	1	132	0	60	0	1514	5	36	1	16257	2	390	2	20358	2
650-699	87	2	393	1	203	1	2488	8	90	1	35357	5	728	4	43379	4
600-649	195	4	992	1	483	3	3311	11	215	3	60309	8	1175	6	73259	7
550-599	367	8	2081	3	922	6	4323	15	373	5	93507	13	1832	10	114566	12
500-549	573	12	3982	5	1554	11	4369	15	621	9	116731	16	2190	12	145206	15
450-499	649	14	6355	8	1994	14	3884	13	799	11	115551	16	2470	13	148863	15
400-449	742	16	9893	13	2503	17	3645	12	1035	15	108673	15	2635	14	148119	15
350-399	702	15	3172	17	2481	17	3563	9	1182	17	81639	11	2512	14	122189	12
300-349	680	15	17859	24	2352	16	1921	6	1327	19	57637	8	2515	14	101502	10
250-299	500	11	16304	22	1542	11	941	3	1106	16	24861	3	1624	9	58258	6
200-249	112	2	4238	6	285	2	173	1	246	3	3577	0	358	2	11403	1
Total	4654		75425		14403		29765		7039		719176		18569		993672	
Mean	425		362		415		513		396		483		447		466	
Std. Dev.	110		94		104		123		107		111		123		117	

SOURCE: Profiles, College Bound Seniors, 1981, College Entrance Examination Board.

Table 5.3

Test of Standard Written English (TSWE) Scores

	American Indian		Black		Mexican-American		Asian/Pacific American		Puerto Rican		White		Other		All Students	
Score	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
60+	66	1	327	0	141	1	608	2	53	1	24964	3	353	2	29200	3
55-59	280	6	1941	3	664	5	2190	7	291	4	91819	13	1396	8	108573	11
50-54	494	11	3802	5	1309	9	3155	11	527	7	123749	17	1939	10	148929	15
45-49	628	13	6282	8	1951	14	3819	13	800	11	129118	18	2396	13	161438	16
40-44	667	14	8310	11	2201	15	4094	14	892	13	117348	16	2548	14	154148	16
35-39	653	14	10554	14	2461	17	4013	13	1091	16	96802	13	2554	14	136032	14
30-34	710	15	12637	17	2259	16	3976	13	1062	15	68532	10	2378	13	107812	11
25-29	526	11	12578	17	1698	12	3250	11	1020	14	40453	6	2090	11	74741	8
20-24	632	14	18999	25	1721	12	4647	16	1301	18	26507	4	2911	16	73001	7
Total	4656		75430		14405		29752		7037		719292		18565		993874	
Mean	38.3		33.3		37.9		38.4		35.7		44.1		38.3		42.2	
Std. Dev.	11.1		10.3		10.4		11.6		10.8		10.0		11.6		10.8	

SOURCE: Profiles, College-Bound Seniors, 1981, College Entrance Examination Board.

Table 5.4

CSU ENTERING FRESHMEN
SAT AND TSWE MEAN SCORE COMPARISON BY YEAR

		1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
Prospective	SAT-Verbal	441	441	427	422	418	419	416	412	413	413
Applicants	SAT-Math	477	477	467	465	463	462	465	463	467	467
	TSWE*	–	–	42.2	42.2	41.6	41.8	41.8	41.6	41.6	41.5
	(N)	(56,224)	(54,363)	(59,350)	(60,459)	(62,747)	(64,845)	(59,819)	(59,467)	(58,478)	(60,251)
Enrolling	SAT-Verbal	–	463	441	428	428	428	429	422	426	–
Freshmen	SAT-Math	–	498	483	469	475	471	480	475	480	–
	TSWE	–	–	43.9	43.0	42.6	42.7	43.4	42.9	43.0	–
	(N)	–	(3,914)	(10,637)	(11,017)	(13,404)	(13,731)	(9,779)	(12,435)	(12,464)	–
	(Campuses)**	–	(10)	(14)	(14)	(15)	(15)	(13)	(13)	(13)	–
California	SAT-Verbal	462	450	435	430	427	427	428	424	426	425
College-Bound	SAT-Math	485	484	473	470	470	466	473	472	475	474
Seniors	TSWE	–	–	42.7	42.7	42.3	42.3	42.7	42.5	42.6	42.5
	(N)	(95,205)	(98,146)	(106,782)	(108,644)	(107,580)	(111,514)	(102,593)	(102,714)	(100,121)	(102,227)
Nationwide	SAT-Verbal	445	444	434	431	429	429	427	424	424	426
College-Bound	SAT-Math	481	480	472	472	470	468	467	466	466	473
Seniors	TSWE	–	–	43.2	43.1	42.9	42.8	42.5	42.4	42.2	42.3
	(N)	(1,014,853)	(985,239)	(996,428)	(999,809)	(979,344)	(989,049)	(991,617)	(991,056)	(993,672)	(987,942)

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*TSWE was not offered prior to 1975

**Campuses must provide the College Board with identifying data for enrollees in order for their scores to be included in the Enrolling Freshmen means; campus participation has varied over the years.

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca., October 1982.

Table 5.5 and Table 5.6

TABLE 3. HIGHEST LEVEL OF PARENTAL EDUCATION—FATHER
(1980-81 SDQ QUESTION 39)

	Male %	Female %	American Indian %	Black %	Mexican-American %	Asian/ Pacific American %	Puerto Rican[a] %	White %	Other %	All Students %
Grade School	3.3	4.1	6.3	9.5	23.1	7.0	19.6	2.2	10.8	3.7
Some High School	7.6	9.1	12.4	20.1	16.6	9.5	21.1	6.7	12.3	8.4
High School Diploma	21.7	22.7	24.7	30.0	19.9	16.4	23.8	21.8	17.4	22.2
Business or Trade School	6.2	6.8	7.1	7.4	6.0	6.2	5.1	6.4	7.2	6.5
Some College	17.1	17.3	17.6	16.2	16.6	16.5	11.7	17.6	13.4	17.2
Bachelor's Degree	17.9	15.9	13.1	6.6	6.8	16.4	7.6	18.4	11.3	16.8
Some Graduate or Professional School	5.1	4.7	3.8	2.6	2.4	4.8	2.3	5.2	4.6	4.9
Graduate or Professional Degree	21.2	19.4	14.7	8.4	8.5	23.3	8.8	21.7	23.0	20.3
Median Number of Years[b]	14.2	13.9	13.4	12.2	12.0	14.2	11.9	14.2	13.7	14.0
Number Responding[c]	412,076	457,937	4,510	71,843	14,073	28,797	6,743	708,118	17,794	870,013

[a] Based on Puerto Rican students in the 50 states and in the District of Columbia.

[b] The median was calculated using the following number of years of study for each of the row categories in the table: Grade School = 8 years; Some High School = 10 years; High School Diploma = 12 years; Business or Trade School = 13 years; Some College = 14 years; Bachelor's Degree = 16 years; Some Graduate or Professional School = 17 years; Graduate or Professional Degree = 18 years.

[c] Number responding to SDQ Question 39.

Explanatory Note

This table shows the distribution of highest level of father's education for each ethnic group, each sex, and the total (All Students) group. It is based on student responses to SDQ Question 39.

For example, 23.8% of the fathers of Puerto Rican students completed high school; 17.3% of the fathers of female students obtained some college education; etc.

TABLE 4. HIGHEST LEVEL OF PARENTAL EDUCATION—MOTHER
(1980-81 SDQ QUESTION 40)

	Male %	Female %	American Indian %	Black %	Mexican-American %	Asian/ Pacific American %	Puerto Rican[a] %	White %	Other %	All Students %
Grade School	2.8	2.9	4.1	5.1	23.2	10.4	18.7	1.4	11.9	2.8
Some High School	6.9	8.4	12.4	18.1	18.0	11.4	21.5	5.9	14.2	7.7
High School Diploma	35.1	33.9	33.2	31.5	27.6	24.9	28.1	35.6	26.0	34.4
Business or Trade School	7.4	8.7	8.2	7.7	6.4	7.4	5.5	8.2	7.7	8.1
Some College	19.6	19.5	19.6	18.0	14.4	16.0	13.1	20.2	15.1	19.8
Bachelor's Degree	13.4	12.2	9.5	7.6	4.3	13.5	5.9	13.8	9.6	12.7
Some Graduate or Professional School	5.6	5.4	4.6	4.0	2.2	5.1	2.5	5.6	5.2	5.5
Graduate or Professional Degree	9.2	9.1	8.5	8.0	3.9	11.3	4.7	9.3	10.3	9.1
Median Number of Years[b]	13.2	13.1	12.5	12.4	11.8	12.9	11.8	13.4	12.4	13.1
Number Responding[c]	409,761	457,663	4,497	71,979	14,004	28,500	6,755	704,119	17,596	867,424

[a] Based on Puerto Rican students in the 50 states and in the District of Columbia.

[b] The median was calculated using the following number of years of study for each of the row categories in the table: Grade School = 8 years; Some High School = 10 years; High School Diploma = 12 years; Business or Trade School = 13 years; Some College = 14 years; Bachelor's Degree = 16 years; Some Graduate or Professional School = 17 years; Graduate or Professional Degree = 18 years.

[c] Number responding to SDQ Question 40.

Explanatory Note

This table shows the distribution of highest level of mother's education for each ethnic group, each sex, and the total (All Students) group. It is based on student responses to SDQ Question 40.

For example, 35.1% of the mothers of male students completed high school; 10.3% of the mothers of other students obtained a graduate or professional degree; etc.

Source: *Profiles, College-Bound Seniors, 1981*, College Entrance Examination Board: New York, N.Y., p. 3.

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Table 5.7

DEGREE-LEVEL GOALS
(1980-81 SDQ QUESTION 24)

	Male %	Female %	American Indian %	Black %	Mexican-American %	Asian/ Pacific American %	Puerto Rican[a] %	White %	Other %	All Students %
Two-Year Training Program	3.1	3.2	4.8	3.7	3.5	2.0	4.6	3.0	3.0	3.1
Associate in Arts Degree	1.4	3.1	3.2	2.4	2.0	1.3	4.3	2.3	2.0	2.3
BA or BS Degree	30.7	32.9	30.4	26.7	28.6	25.3	29.7	33.2	21.5	31.8
MA or MS Degree	26.7	24.2	24.7	28.4	26.9	27.0	23.8	25.0	26.8	25.4
MD, PhD, Other Professional Degree	19.1	15.9	17.6	21.2	18.8	28.6	17.8	16.2	27.1	17.4
Undecided	19.0	20.7	19.3	17.5	20.1	15.8	19.8	20.3	19.5	19.8
Two-Year Program or Degree	4.5	6.3	8.0	6.1	5.5	3.3	8.9	5.4	5.1	5.5
Graduate Study	45.8	40.1	42.3	49.7	45.6	55.5	41.6	41.2	53.9	42.8
Number Responding[b]	435,814	487,794	4,947	80,774	15,487	30,942	7,491	736,078	19,931	923,608

[a] Based on Puerto Rican students in the 50 states and the District of Columbia.

[b] Number responding to SDQ Question 24.

Explanatory Note

This table presents data on the degree-level goals of each ethnic group, each sex, and the total (All Students) group. For example, 23.8% of the Puerto Rican students plan to complete an MA or MS degree.

Source: *Profiles, College-Bound Seniors, 1981*, College Entrance Examination Board: New York, N.Y., p. 5.

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Table 5.8

Curricular program of secondary school seniors, by sex and racial/ethnic group: Spring 1980

Program	Total	Male	Female	White	Black	Hispanic	Asian American	American Indian
				Percentage distribution				
All programs	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Academic or college preparatory	38.2	38.5	37.9	39.3	32.4	26.2	51.8	23.7
General	36.4	37.4	35.4	36.6	34.5	40.5	28.7	44.1
Vocational (occupational preparatory)	24.0	22.8	25.2	22.8	31.1	30.6	18.3	29.0
Agricultural occupations	2.7	3.9	1.5	2.5	3.6	4.3	1.8	4.5
Business or office occupations	9.6	3.3	15.5	9.2	11.7	10.2	8.1	8.9
Distributive education	2.1	1.9	2.2	2.0	2.9	2.1	1.6	1.3
Health occupations	1.0	.4	1.6	1.0	1.6	1.4	1.2	1.3
Home economics occupations	1.3	.4	2.1	.9	3.5	2.2	1.3	.7
Technical occupations	2.0	3.5	.7	2.0	1.7	2.7	2.9	1.2
Trade or industrial occupations	5.3	9.4	1.6	5.2	6.1	7.7	1.4	11.1
No response	1.5	1.4	1.5	1.3	2.0	2.8	1.2	3.2

NOTE: Details may not add to totals because of rounding.

Source: *The Condition of Education*, National Center for Education Statistics: Washington, D.C., 1981 edition.

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Table 5.9

Percentage of 1980 high school seniors taking mathematics and science courses, by course titles, sex, and racial/ethnic group

	All	Sex		Racial/Ethnic Group				
Course	Seniors	Male	Female	Hispanic	Black	White	Native American	Asian
Algebra I	79	79	79	67	68	81	61	88
Algebra II	49	51	47	38	39	50	32	76
Geometry	56	58	53	39	38	60	34	74
Trigonometry	25	30	22	15	15	27	17	50
Calculus	8	10	6	4	5	8	5	22
Physics	19	25	14	15	19	20	17	35
Chemistry	37	39	35	25	25	39	24	59

Source: U.S. Department of Education, National Center for Education Statistics, *High School and Beyond . . . A Capsule Description of High School Students*, 1981.

Table 5.10

RANK ORDER OF ETHNIC GROUPS BY CUMULATIVE CAMPUS GPA, UNDERGRADUATE STUDENTS FROM SPRING 1977

Ethnic Group	Spring 1977	Spring 1978	Spring 1979	Spring 1980	Spring 1981	Spring 1982
White, non-Hispanic	2.84	2.84	2.82	2.80	2.78	2.77
All ethnic groups	2.75	2.74	2.72	2.71	2.69	2.69
Undeclared	2.68	2.70	2.65	2.68	2.66	2.66
Asian	2.70	2.68	2.68	2.65	2.65	2.65
American Indian	2.64	2.64	2.62	2.63	2.59	2.62
Other Hispanic	2.58	2.55	2.58	2.55	2.57	2.57
Pacific Islander	2.56	2.56	2.61	2.59	2.55	2.57
Mexican American	2.49	2.49	2.48	2.47	2.48	2.48
Filipino	2.50	2.48	2.51	2.49	2.46	2.46
Black, non-Hispanic	2.32	2.32	2.31	2.29	2.29	2.32

Ethnic Group ranking based on 1982 data

Source: Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca., November 1982.

Table 5.11

Years of school completed by population 25 years old and over, by region and racial/ethnic group: March 1979

Region and racial/ethnic group	Population, in thousands	Percent, by years of school completed: Less than 5 years of elementary school	Less than 4 years of secondary school	4 years or more of secondary school	1 year or more of college	4 years or more of college	Median years of school completed
Total	125,295	3.5	32.3	67.7	31.1	16.4	12.5
White	110,798	2.7	30.3	69.7	32.2	17.2	12.5
Black	12,227	9.6	50.6	49.4	19.4	7.9	11.9
Hispanic [1]	5,367	17.6	58.0	42.0	16.4	6.7	10.3
Northeast	28,997	2.4	32.2	67.8	29.2	16.9	12.5
White	26,288	2.1	31.3	68.7	29.8	17.4	12.5
Black	2,394	4.7	42.7	57.3	20.6	9.2	12.2
Hispanic [1]	1,032	12.6	58.7	41.3	15.6	7.9	10.4
North Central	32,786	2.1	31.5	68.5	28.8	14.9	12.5
White	29,985	1.8	30.3	69.7	29.2	15.4	12.5
Black	2,499	5.3	45.1	54.9	21.8	7.4	12.1
Hispanic [1]	424	17.5	58.5	41.5	16.3	6.3	10.4
South	40,574	5.6	37.5	62.5	28.9	15.2	12.4
White	33,913	4.1	33.8	66.2	31.1	16.6	12.5
Black	6,348	14.0	57.8	42.2	16.1	7.5	11.0
Hispanic [1]	1,795	20.9	59.1	40.9	15.8	7.0	9.5
West	22,939	2.9	24.2	75.8	40.8	20.1	12.7
White	20,612	2.4	23.1	76.9	41.3	20.5	12.8
Black	1,031	4.5	37.7	62.3	30.6	8.3	12.4
Hispanic [1]	2,116	17.3	56.5	43.5	17.4	5.9	10.7

[1] Hispanics may be of any racial group.

Source: U.S. Department of Commerce, Bureau of the Census, *Current Population Reports*, "Educational Attainment in the United States, March 1979 and 1978," Series P-20, No. 356, 1980.

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Table 5.12

Percentage of Persons Aged Twenty-Five to Twenty-Nine Who Have Completed Four or More Years of College (Current Population Surveys, 1973-1979)

Group	Year of Survey							Estimated College Completion Rate Among College Entrants
	1973	1974	1975	1976	1977	1978	1979[a]	
Whites	20	22	23	25	25	25	24	59.0
Blacks	8	8	11	13	13	12	12	42.0
Hispanics	NA	6[b]	9	7	7	10	7	31.3

[a] 1979 figures are expessed as a percentage of all students who entered college (from Table 5).

[b] Exact rate is 6.0, compared to a rate of 5.7 for Chicanos.

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 41.

Table 5.13

Continuation Rates of Fall 1973 CSUC First-Time Freshmen For Successive Fall Terms

Campus of First Attendance	Enrolled Fall 1973	At Same Campus					Within The System				
		1974	1975	1976	1977	1978	1974	1975	1976	1977	1978
Bakersfield	239	.686	.423	.360	.209	.117	.728	.539	.468	.322	.175
Chico	1,364	.758	.583	.488	.302	.104	.790	.645	.570	.384	.156
Dominguez Hills	331	.659	.474	.372	.269	.109	.700	.549	.441	.335	.178
Fresno	1,187	.731	.603	.511	.352	.186	.754	.648	.562	.403	.217
Fullerton	1,507	.728	.564	.471	.348	.165	.758	.629	.551	.417	.216
Hayward	1,090	.619	.451	.372	.236	.122	.648	.515	.455	.323	.177
Humboldt	896	.694	.498	.402	.319	.124	.732	.574	.510	.416	.195
Long Beach	2,259	.698	.553	.481	.370	.186	.721	.590	.529	.427	.231
Los Angeles	1,069	.725	.532	.443	.349	.242	.746	.572	.485	.386	.265
Northridge	2,320	.705	.545	.463	.362	.202	.736	.588	.516	.421	.244
Pomona*	(1,094)	—	—	—	—	—	—	—	—	—	—
Sacramento	1,037	.690	.530	.458	.325	.163	.711	.579	.508	.366	.197
San Bernardino	211	.559	.379	.318	.204	.085	.611	.454	.426	.308	.165
San Diego	2,566	.746	.552	.479	.344	.172	.768	.604	.551	.414	.220
San Francisco	1,366	.743	.545	.456	.322	.176	.774	.597	.506	.367	.208
San Jose	2,128	.657	.513	.459	.323	.154	.675	.553	.508	.373	.186
San Luis Obispo	1,923	.759	.618	.555	.332	.111	.783	.674	.615	.403	.165
Sonoma	418	.577	.328	.239	.153	.081	.617	.418	.361	.277	.174
Stanislaus	155	.639	.387	.335	.168	.084	.677	.496	.451	.264	.148
Systemwide	22,066	.708	.540	.461	.326	.160	.735	.593	.526	.391	.206

*Students not identified by Social Security Number in Fall 1973. Campus data not included in totals.

Source: *Those Who Stay, 1979*, Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

Table 5.14

CONTINUATION RATES OF FALL 1975 CSUC UNDERGRADUATE TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES, FOR SUCCESSIVE FALL TERMS

Campus of First Attendance	Enrolled Fall 1975	At Same Campus			Within The System		
		1976	1977	1978	1976	1977	1978
Bakersfield	376	.559	.324	.181	.601	.378	.218
Chico	2,046	.687	.453	.205	.739	.529	.261
Dominguez Hills	1,124	.659	.431	.214	.693	.474	.244
Fresno	1,822	.722	.490	.237	.741	.528	.267
Fullerton	2,599	.679	.437	.225	.709	.476	.259
Hayward	1,078	.576	.353	.152	.609	.410	.199
Humboldt	833	.677	.501	.236	.731	.565	.294
Long Beach	3,796	.678	.466	.254	.709	.508	.291
Los Angeles	2,042	.637	.427	.257	.656	.455	.286
Northridge	2,550	.680	.473	.241	.704	.502	.271
Pomona	1,583	.663	.455	.226	.701	.505	.263
Sacramento	2,775	.673	.436	.207	.705	.474	.240
San Bernardino	646	.551	.339	.166	.604	.389	.204
San Diego	3,352	.704	.478	.240	.753	.537	.285
Calexico Center	79	.684	.506	.278	.696	.519	.316
San Francisco	2,803	.666	.425	.203	.698	.463	.235
San Jose	3,100	.674	.437	.198	.698	.464	.223
San Luis Obispo	1,405	.752	.564	.234	.805	.621	.283
Sonoma	964	.618	.326	.157	.649	.368	.201
Stanislaus	554	.567	.357	.164	.593	.412	.193
Systemwide	35,527	.671	.446	.220	.705	.490	.257

Source: *Those Who Stay, 1979,* Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

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Table 5.15

Educational Attainment of Racial/Ethnic Groups, by Age Group: March 1980

Age	Population, in Thousands	Percent High School Graduates[1]	Percent College Graduates[2]
White:			
25 years old and over	112,899	70.5	17.8
25 to 29 years old	15,914	87.0	23.7
30 to 34 years old	14,644	86.7	27.1
35 to 39 years old	12,084	81.6	23.4
40 to 44 years old	10,076	77.9	20.3
45 to 49 years old	9,639	73.7	17.3
50 to 54 years old	10,280	69.0	15.4
55 to 59 years old	10,122	67.2	13.3
60 to 64 years old	8,695	59.6	11.0
65 to 69 years old	7,651	48.9	9.6
70 to 74 years old	5,922	44.3	9.6
75 years old and over	7,873	35.8	8.0
Black:			
25 years old and over	12,613	51.2	7.9
25 to 29 years old	2,079	76.9	11.7
30 to 34 years old	1,753	74.4	13.7
35 to 39 years old	1,444	67.1	10.1
40 to 44 years old	1,229	58.9	5.9
45 to 49 years old	1,147	46.2	7.6
50 to 54 years old	1,122	38.1	6.9
55 to 59 years old	993	34.0	4.8
60 to 64 years old	828	26.1	2.6
65 to 69 years old	823	22.0	4.1
70 to 74 years old	538	20.4	3.6
75 years old and over	658	10.0	1.6
Hispanic[3]:			
25 years old and over	5,896	45.3	7.9
25 to 29 years old	1,185	58.6	7.8
30 to 34 years old	1,001	55.3	10.6
35 to 39 years old	750	50.3	9.6
40 to 44 years old	721	48.3	8.5
45 to 49 years old	547	42.2	8.8
50 to 54 years old	499	35.7	6.2
55 to 59 years old	372	27.5	4.3
60 to 64 years old	259	31.7	5.7
65 to 69 years old	240	26.0	7.6
70 to 74 years old	143	14.0	2.5
75 years old and over	180	10.6	2.5

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[1] Completed 4 years of high school or more.

[2] Completed 4 years or more of college.

[3] Persons of Hispanic origin may be of any race and may be included in the white and black counts.

NOTE: Civilian population, including Armed Forces living off post or with their families on post.

Source: U.S. Department of Commerce, Bureau of the Census, March 1980 Current Population Survey, unpublished tabulations.

The Condition of Education, National Center for Education Statistics: Washington, D.C., 1981 edition.

Table 5.16

DEGREES CONFERRED BY ETHNICITY, CALIFORNIA

		Total Degrees Awarded	Non-Resident Alien	American Indian/ Alaskan Native	
				N	%
CALIFORNIA STATE UNIVERSITY					
Bachelor's Degrees					
	1975-76	44,598	1,078	513	1.4
	1976-77	43,291	964	390	1.1
	1977-78	43,465	979	408	1.2
	1978-79	41,842	1,722	417	1.2
	1979-80	42,122	1,967	370	1.1
Master's Degrees					
	1975-76	10,087	398	73	1.1
	1976-77	9,944	376	69	1.1
	1977-78	10,150	403	76	1.1
	1978-79	9,701	878	84	1.3
	1979-80	9,732	977	79	1.1
UNIVERSITY OF CALIFORNIA					
Bachelor's Degrees					
	1975-76	20,954	464	83	0.4
	1976-77	20,878	383	91	0.5
	1977-78	20,187	367	91	0.5
	1978-79	19,811	388	90	0.5
	1979-80	19,989	419	91	0.5
Master's Degrees					
	1975-76	6,009	843	24	0.5
	1976-77	5,963	863	27	0.6
	1977-78	5,602	828	25	0.6
	1978-79	5,315	781	26	0.7
	1979-80	5,665	902	31	0.7
Doctoral Degrees					
	1975-76	2,068	354	1	0.0
	1976-77	1,983	332	10	0.8
	1977-78	1,890	313	5	0.4
	1978-79	1,914	285	5	0.4
	1979-80	2,030	321	3	0.2
First Professional Degrees					
	1975-76	1,681	22	10	0.7
	1976-77	1,714	25	14	0.9
	1977-78	1,724	12	11	0.7
	1978-79	1,760	12	7	0.4
	1979-80	1,832	2	8	0.5

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*Percentages computed on known ethnicity totals, excluding Non-Resident Alien.

Table 5.16 (Continued)

STATE UNIVERSITY AND UNIVERSITY OF CALIFORNIA, 1975-76 TO 1979-80

Asian/ Pacific Islander		Filipino		Black		Chicano		White	
N	%	N	%	N	%*	N	%	N	%
2,107	5.9	67	0.2	1,766	5.0	2,063	5.8	28,981	81.6
2,043	6.0	124	0.4	1,645	4.8	1,936	5.7	28,003	82.0
2,122	6.2	160	0.5	1,656	4.8	2,150	6.3	27,847	81.0
2,208	6.6	271	0.8	1,752	5.2	2,171	6.5	26,740	79.7
2,293	6.8	388	1.2	1,767	5.3	2,305	6.9	26,326	78.7
372	5.4	6	0.0	417	6.1	292	4.3	5,705	83.1
395	6.2	20	0.3	353	5.6	317	5.0	5,185	81.8
373	5.5	25	0.4	374	5.5	327	4.8	5,583	82.6
387	5.8	57	0.9	345	5.2	344	5.2	5,430	81.7
414	6.1	110	1.6	290	4.3	378	5.6	5,514	81.3
1,640	8.6	97	0.5	677	3.5	632	3.3	15,952	83.6
1,621	8.6	110	0.6	646	3.4	627	3.3	15,839	83.6
1,687	9.3	103	0.6	567	3.1	628	3.5	15,033	83.0
1,765	10.1	135	0.8	522	3.0	592	3.4	14,374	82.2
1,865	10.5	137	0.8	533	3.0	856	4.8	14,283	80.4
246	5.4	12	0.3	224	4.9	136	3.0	3,948	86.0
305	6.6	11	0.2	182	3.9	144	3.1	3,941	85.5
277	6.5	10	0.2	166	3.9	121	2.8	3,673	86.0
287	7.3	15	0.4	122	3.1	118	3.0	3,364	85.6
282	6.6	20	0.5	130	3.0	199	4.6	3,632	84.6
56	4.1	0	0.0	39	2.9	16	1.2	1,246	91.8
39	3.0	0	0.0	50	3.8	34	2.6	1,177	89.8
58	4.3	2	0.1	36	2.6	27	2.0	1,232	90.6
57	4.5	0	0.0	36	2.8	27	2.1	1,150	90.2
83	5.9	0	0.0	36	2.5	41	2.9	1,245	88.4
140	9.1	8	0.5	88	5.7	109	7.1	1,183	76.9
140	9.0	8	0.5	96	6.1	94	6.0	1,209	77.5
161	10.2	13	0.8	102	6.4	112	7.1	1,186	74.8
150	9.3	18	1.1	106	6.6	115	7.1	1,220	75.5
157	9.2	12	0.7	114	6.6	159	9.3	1,248	72.8

No Response, and Other.

Source: California Postsecondary Education Commission, Sacramento, Ca. (Special Report, 1981).

Table 5.17

DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY
1980-81

CALIFORNIA STATE UNIVERSITY

BACHELOR'S (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	1,369	101	4	15	39	39	1,018	3	120	30
Architecture and Environmental Design	355	16	6	6	16	28	259	2	17	5
Area Studies	76	4	4	—	2	11	43	—	10	2
Biological Sciences	1,486	81	35	16	115	64	857	22	242	54
Business and Management	9,900	590	381	87	860	430	5,697	107	1,503	245
Communications	1,749	66	82	21	40	64	1,150	17	274	35
Computer and Information Sciences	517	52	7	3	60	13	294	6	74	8
Education	2,911	133	111	32	146	199	1,762	25	450	53
Engineering	2,876	578	26	19	303	121	1,408	25	348	48
Fine and Applied Arts	2,358	108	68	24	120	104	1,417	21	440	56
Foreign Languages	477	28	6	2	27	102	224	4	77	7
Health Professions	2,466	53	129	20	153	105	1,479	37	430	60
Home Economics	1,005	30	39	9	65	37	662	13	129	21
Letters	1,708	62	58	10	40	51	1,089	8	360	30
Mathematics	396	41	9	1	46	11	221	2	51	14
Physical Sciences	767	79	6	6	32	26	456	2	146	14
Psychology	2,275	68	136	36	68	132	1,372	24	371	68
Public Affairs and Services	2,668	72	246	34	97	212	1,426	38	491	52
Social Sciences	3,784	150	230	41	104	318	2,159	27	661	94
Interdisciplinary Studies	2,850	60	106	35	65	242	1,706	26	531	79
Total	41,993	2,372	1,689	417	2,398	2,309	24,699	409	6,725	976

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 152.

Table 5.18

DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY
1980-81

CALIFORNIA STATE UNIVERSITY

MASTERS (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	115	56	—	—	1	1	44	—	13	—
Architecture and Environmental Design	82	31	—	—	4	3	26	—	17	1
Area Studies	17	2	1	—	1	2	7	—	4	—
Biological Sciences	230	38	1	1	8	1	130	—	44	7
Business and Management	1,193	158	26	6	92	23	660	7	206	15
Communications	66	12	1	—	—	1	40	—	12	—
Computer and Information Sciences	128	40	1	1	17	—	50	—	16	3
Education	3,250	181	159	34	112	183	1,913	32	564	72
Engineering	428	189	—	2	60	9	115	3	43	7
Fine and Applied Arts	453	57	4	2	9	13	259	2	97	10
Foreign Languages	82	15	1	1	2	8	41	—	12	2
Health Professions	729	24	20	4	22	16	439	6	184	14
Home Economics	142	14	2	2	11	6	85	2	17	3
Letters	423	43	8	2	9	10	248	4	92	7
Library Science	60	5	—	2	—	—	26	—	26	1
Mathematics	41	11	1	—	2	2	18	—	7	—
Physical Sciences	140	32	1	—	7	2	61	1	30	6
Psychology	546	36	20	3	12	21	320	1	119	14
Public Affairs and Services	894	51	74	13	27	47	517	9	142	14
Social Sciences	423	99	10	5	8	14	191	3	81	12
Interdisciplinary Studies	103	18	—	1	—	4	50	1	26	3
Total	9,545	1,112	330	79	404	366	5,240	71	1,752	191

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 155.

Table 5.19

DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY
1980-81

UNIVERSITY OF CALIFORNIA
BACHELOR'S (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	659	6	11	4	67	20	451	2	6	92
Architecture and Environmental Design	309	9	8	1	52	8	183	2	5	41
Area Studies	103	2	—	—	6	6	61	—	3	25
Biological Sciences	2,346	34	32	7	336	109	1,488	19	92	229
Business and Management	923	14	13	4	107	28	668	2	70	17
Communications	348	3	10	2	18	5	255	1	26	28
Computer and Information Sciences	325	14	1	—	67	17	174	1	25	26
Education	136	—	3	—	8	1	91	1	20	12
Engineering	1,900	170	16	6	403	59	1,060	16	73	97
Fine and Applied Arts	1,248	9	22	6	58	37	898	2	72	144
Foreign Languages	426	9	9	2	32	57	254	—	25	38
Health Professions	540	2	19	2	78	21	373	13	16	16
Home Economics	90	—	—	—	7	1	59	2	—	21
Law	1	—	—	—	—	—	1	—	—	—
Letters	1,258	14	32	5	44	38	919	2	57	147
Mathematics	370	19	6	2	71	7	225	1	17	22
Physical Sciences	642	13	6	5	76	21	427	10	34	50
Psychology	1,571	13	41	11	135	72	1,053	18	70	158
Public Affairs and Services	130	1	3	1	27	10	66	2	3	17
Social Sciences	4,506	58	170	31	244	192	3,111	25	202	473
Interdisciplinary Studies	1,881	23	67	11	116	90	1,241	15	147	171
Major Unknown	21	—	—	—	1	—	19	—	1	—
Total	19,733	413	469	100	1,953	799	13,077	134	964	1,824

The University of California did not provide complete sex data in 1980-81. Therefore the sum of male and female degree amounts displayed will not equal the total number of degrees conferred for each degree type and discipline. The sex of degree earners is "Unknown" for 1360 Bachelors.

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 158.

Table 5.20

DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY
1980-81
UNIVERSITY OF CALIFORNIA
MASTERS (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	169	21	1	—	4	6	74	—	7	56
Architecture and Environmental Design	280	44	12	—	14	11	150	1	2	46
Area Studies	45	6	1	—	—	1	23	—	3	11
Biological Sciences	273	18	3	—	18	3	143	—	28	60
Business and Management	864	90	14	3	44	22	558	—	22	111
Communications	25	—	1	—	4	—	12	—	—	8
Computer and Information Sciences	133	33	—	—	4	3	73	—	8	12
Education	220	28	8	1	3	6	95	—	52	27
Engineering	856	275	6	1	80	18	334	—	38	104
Fine and Applied Arts	351	32	5	1	12	11	198	—	30	62
Foreign Languages	118	20	1	—	6	13	57	1	12	8
Health Professions	731	38	25	12	44	24	475	7	22	84
Home Economics	11	—	1	—	—	—	6	—	—	4
Law	23	16	—	—	—	1	4	—	—	2
Letters	216	26	3	2	8	2	132	—	18	25
Library Science	128	7	3	—	6	4	94	—	1	13
Mathematics	109	23	1	—	8	2	49	—	14	12
Physical Sciences	272	40	—	1	11	4	149	—	31	36
Psychology	61	8	4	—	3	3	35	—	2	6
Public Affairs and Services	176	3	12	2	15	18	111	3	3	9
Social Sciences	421	64	8	1	8	19	220	—	57	44
Interdisciplinary Studies	83	11	1	—	4	3	46	—	8	10
Major Unknown	4	—	—	—	1	—	2	—	—	1
Total	5,569	803	110	24	297	174	3,040	12	358	751

The University of California did not provide complete sex data in 1980-81. Therefore the sum of male and female degree amounts displayed will not equal the total number of degrees conferred for each degree type and discipline. The sex of degree earners is "Unknown" for 489 Masters

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 162.

Table 5.21

DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY
1980-81

UNIVERSITY OF CALIFORNIA
DOCTORATES (TOTAL)

Discipline Divisions	Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Agriculture and Natural Resources	44	10	1	—	—	—	9	—	—	24
Architecture and Environmental Design	11	—	—	—	1	—	2	—	—	8
Area Studies	8	—	1	—	—	—	3	—	—	4
Biological Sciences	429	20	2	—	25	3	232	—	16	131
Business and Management	31	5	2	—	1	—	10	—	2	11
Computer and Information Sciences	40	14	—	1	2	—	13	—	1	9
Education	148	20	7	1	1	1	71	2	14	31
Engineering	258	84	3	—	23	4	80	—	10	54
Fine and Applied Arts	49	5	—	1	—	—	17	—	5	21
Foreign Languages	52	2	2	—	—	—	17	—	6	25
Health Professions	55	1	3	—	2	—	36	—	2	11
Law	2	—	—	—	—	—	—	—	—	2
Letters	129	8	3	1	—	—	60	—	15	42
Library Science	4	1	—	—	—	—	2	—	—	1
Mathematics	76	18	3	—	5	—	28	—	5	17
Physical Sciences	311	30	1	1	10	1	198	—	18	52
Psychology	107	3	4	—	2	2	54	—	15	27
Public Affairs and Services	19	—	2	—	—	—	6	—	—	11
Social Sciences	295	23	6	1	6	8	99	—	27	125
Interdisciplinary Studies	41	2	—	—	1	—	15	—	6	17
Major Unknown	2	—	—	—	—	—	2	—	—	—
Total	2,111	246	40	6	79	19	954	2	142	623

363 The University of California did not provide complete sex data in 1980-81. Therefore the sum of male and female degree amounts displayed will not equal the total number of degrees conferred for each degree type and discipline. The sex of degree earners is "Unknown" for 587 Doctorates.

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 167.

Table 5.22

DEGREES CONFERRED BY DISCIPLINE, BY ETHNICITY
1980-81

UNIVERSITY OF CALIFORNIA

FIRST PROFESSIONAL DEGREES

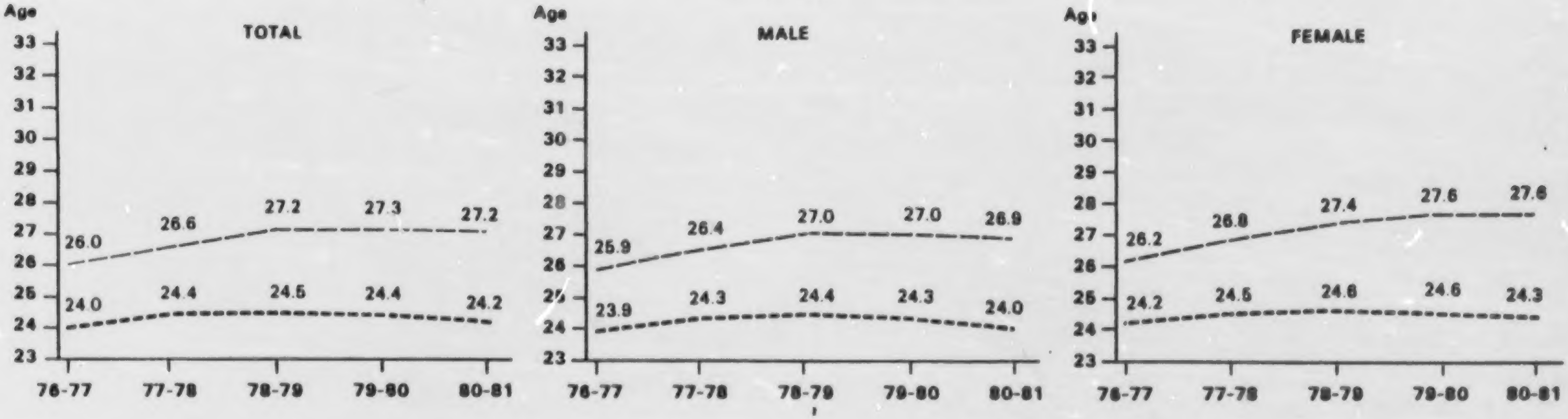
Discipline Division		Total	Non-Resident Alien	Black	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White	Filipino	No Response	Other
Dentistry	M	133	—	13	—	28	14	63	4	—	11
	F	43	1	4	—	9	4	22	—	—	3
	T	176	1	17	—	37	18	85	4	—	14
Medicine	M	409	2	8	2	42	31	220	1	82	21
	F	158	2	13	—	12	8	97	1	22	3
	T	567	4	21	2	54	39	317	2	104	24
Optometry	M	48	1	1	—	7	2	34	—	1	2
	F	11	—	—	—	5	—	6	—	—	—
	T	59	1	1	—	12	2	40	—	1	2
Veterinary Medicine	M	45	—	—	—	2	—	42	—	—	1
	F	40	—	1	—	1	1	37	—	—	—
	T	85	—	1	—	3	1	79	—	—	1
Law	M	500	1	34	3	23	32	363	2	9	33
	F	281	1	19	1	18	14	208	1	6	13
	T	781	2	53	4	41	46	571	3	15	46
Pharmacy	M	59	1	3	—	14	4	35	—	1	1
	F	54	1	6	—	13	2	31	1	—	—
	T	113	2	9	—	27	6	66	1	1	1
TOTALS	M	1,194	5	59	5	116	83	757	7	93	69
	F	587	5	43	1	58	29	401	3	28	19
	T	1,781	10	102	6	174	112	1,158	10	121	88

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 166.

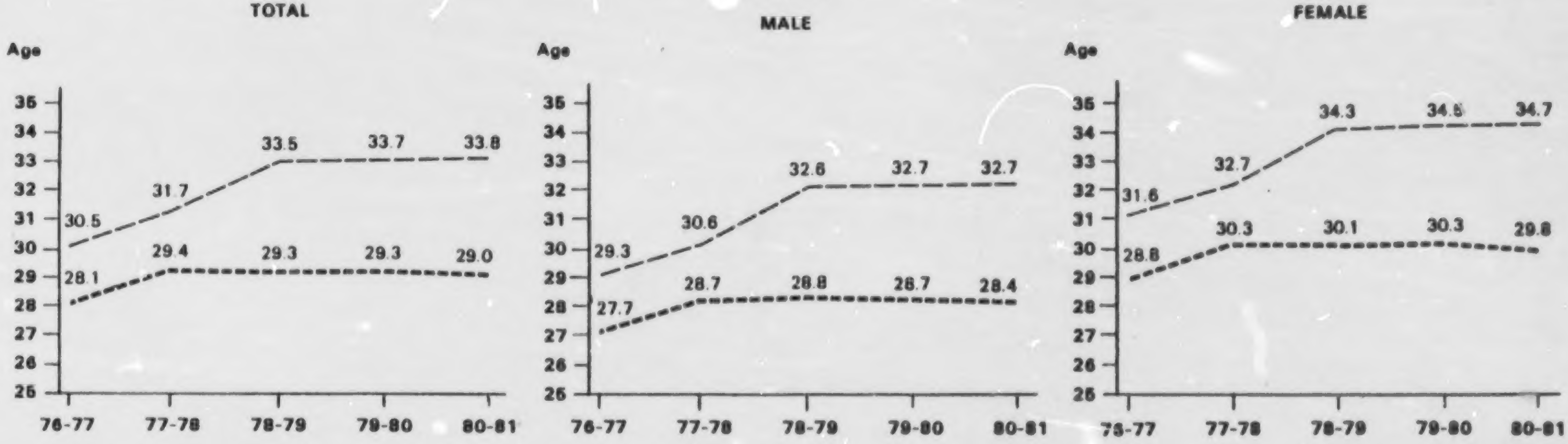
Table 5.23

AVERAGE AGE OF DEGREE WINNERS BY SEX
1976-77 THROUGH 1980-81

BACHELORS



MASTERS



——— California State University
- - - - University of California

Source: *Information Digest, 1982*, California Postsecondary Education Commission: Sacramento, Ca., p. 172.

Table 5.24

Two Estimates of Percentage of College Entrants Who Complete College

Group	Data Source National Longitudinal Study and Current Population Surveys	 Commission (HERI) Follow-up of 1971 Freshmen (Conducted in 1980)
Whites	59.0	55.6
Blacks	42.0	50.9
Chicanos	31.3	39.7
Puerto Ricans	31.3	41.8
American Indians	39.0	38.6

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 43.

Table 5.25

Percentage of 1971 Freshmen Who Completed A Baccalaurate Degree, by Ethnicity and Type of Institution

		Type of Institution Attended Freshman Year			
Group	All Institutions	Universities	Other Four-Year Colleges	Two-Year Colleges	Black Colleges
Blacks	50.9	68.0	66.6	24.4	64.8
Chicanos	39.7	62.6	70.4	19.5	—
Puerto Ricans	41.8	70.3	60.1	27.0	—
American Indians	38.6	45.8	58.9	22.5	—
Whites	55.6	73.3	72.7	29.0	—

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 98.

Table 5.26

Attainment of Graduate Degrees

Group	*Fall 1976 First-Year Graduate Enrollments*		*1978–1979 Master's*		*1978–1979 Doctor's*		*Estimated Rate of Graduate Degree Attainment*[d]
	N	%	*N*	%	*N*	%	
Whites	547,108	84.3	249,051	88.8	26,128	90.9	50.3
Blacks	41,483	6.4	19,393	6.9	1,267	4.4	49.8
Chicanos[a]	9,052	1.4	3,326	1.2	263	.9	39.6
Puerto Ricans[b]	2,263	.3	832	.3	66	.2	39.6
American Indians	2,478	.4	999	.4	104	.4	44.5
Total[c]	649,125	100.0	280,482	100.0	28,774	100.0	

[a] Percentages for Chicanos are based on their representing 60 percent of all Hispanic graduate students.

[b] Percentages for Puerto Ricans are based on their representing 15 percent of all Hispanic graduate students.

[c] Includes other Hispanics, Asians and nonresident aliens.

[d] The sum of graduate degrees obtained divided by first-year graduate enrollments.

Sources. U.S. Department of Health, Education and Welfare (1978b); Dearman and Plisko (1981).

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 46.

Table 5.27

. Estimates of Graduate and Advanced Professional Degree Completion Rates

Group	*Field*					*Total of All Graduate and Advanced Professional Fields*
	Medicine	*Law*	*Other Advanced Professional Fields*	*All Advanced Professional Fields*	*Graduate Degrees*	
Whites	99.3	85.1	92.2	91.1	50.3	58.7
Blacks	83.1	77.4	80.3	80.0	49.8	54.5
Chicanos	88.3	77.4	82.9	82.4	39.6	48.8
Puerto Ricans	73.3	77.4	75.4	75.5	39.6	46.9
American Indians	81.7	77.4	80.0	79.1	44.5	52.1

Sources. Journal of the American Medical Association, annual reports on medical education in the United States 1971–1980; U.S. Department of Health, Education and Welfare (1978b); Dearman and Plisko, 1981; Association of American Medical Colleges (1979); American Bar Association (1978).

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 50.

Table 5.28

Five-Year Graduation Rates for Students of Different Ethnic Groups Who Entered as Freshmen

	Year of Entry	Black	Hispanic	White	Asian
University of California*	1972	41	43	52	67
California State University and Colleges	1973	14	16	34	33
University of Delaware	1973	25	**	64	**
University of Maryland	1974	25	**	48	**
University of Michigan***	1975	30	30	51	52

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* Data for UC campuses were pooled to get enough students in each ethnic category for meaningful comparisons. The UC figures in this table do not include students admitted by special action. When students admitted by special action are included, the graduation rates decline by less than one percentage point for White and Asian students and about three percentage points for Black and Hispanic students.

** Either the figure was not reported for this ethnic group, or else it was based upon a small number of students.

*** Data presented for the University of Michigan are four-year graduation rates.

Source: *Retention and Transfer*, Undergraduate Enrollment Study, University of California Systemwide Administration: Berkeley, Ca., 1980.

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Table 5.29

SEVEN-YEAR GRADUATION RATES OF FALL 1973 CSUC FIRST-TIME FRESHMEN BY ENROLLMENT CATEGORY

Enrollment Category	Enrolled Fall 1973	Bachelor's Degree Only		Bachelor's and Master's		Rate All Degrees
		Number	Rate	Number	Rate	
All Students						
Male	10,356	3,902	.377	72	.007	.384
Female	11,710	4,787	.409	114	.010	.419
Regular Admits						
Male	8,529	3,624	.425	65	.008	.433
Female	10,176	4,530	.445	111	.011	.456
Exceptional Admits						
Male	1,827	278	.152	7	.004	.156
Female	1,534	257	.168	3	.002	.169
American Indian						
Male	81	16	.198	0	.000	.198
Female	74	23	.311	0	.000	.311
Black, Non-Hispanic						
Male	437	70	.160	0	.000	.160
Female	659	145	.220	3	.005	.225
Mexican-American						
Male	537	109	.203	1	.002	.205
Female	565	156	.276	4	.007	.283
Other Hispanic						
Male	76	22	.289	0	.000	.289
Female	65	21	.323	1	.015	.338
Asian						
Male	447	195	.436	1	.002	.438
Female	524	281	.536	3	.006	.542
Pacific Islanders						
Male	62	19	.306	0	.000	.306
Female	66	28	.424	0	.000	.424
White, Non-Hispanic						
Male	5,128	2,196	.428	45	.009	.437
Female	6,108	2,825	.463	64	.010	.473
Other, Unknown						
Male	3,588	1,275	.355	25	.007	.362
Female	3,649	1,308	.358	39	.011	.369

Source: *Those Who Stay, 1981*, Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

Table 5.30

FIVE-YEAR GRADUATION RATES OF FALL 1973 CSUC FIRST-TIME FRESHMEN BY CSUC CAMPUS

Campus of First Attendance	Enrolled Fall 1973	Graduated At Same Campus		Graduated At Other Campus		Rate All Campuses
		Number	Rate	Number	Rate	
Bakersfield	239	62	.259	12	.050	.310
Chico	1,364	510	.374	54	.040	.413
Dominguez Hills	331	62	.187	14	.042	.230
Fresno	1,187	413	.348	34	.029	.377
Fullerton	1,507	431	.286	54	.036	.322
Hayward	1,090	228	.209	46	.042	.251
Humboldt	896	207	.231	48	.054	.285
Long Beach	2,259	586	.259	47	.021	.280
Los Angeles	1,069	145	.136	14	.013	.149
Northridge	2,320	517	.223	65	.028	.251
Pomona*	(1,094)	–	–	–	–	–
Sacramento	1,037	266	.257	25	.024	.281
San Bernardino	211	48	.227	9	.043	.270
San Diego	2,566	680	.265	86	.034	.299
San Francisco	1,366	360	.264	28	.020	.284
San Jose	2,128	574	.270	52	.024	.294
San Luis Obispo	1,923	652	.339	65	.034	.373
Sonoma	418	66	.158	27	.065	.222
Stanislaus	155	38	.245	9	.058	.303
Systemwide	22,066	5,845	.265	689	.031	.296

*Students not identified by Social Security Number in 1973. Campus data not included in totals.

Note: Graduation rates may not add horizontally to total due to independent rounding.

Source: *Those Who Stay, 1979*, Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

Table 5.31

FIVE-YEAR GRADUATION RATES* OF FALL 1973 CSUC FIRST-TIME FRESHMEN BY ETHNIC GROUP

Ethnic Group	Enrolled Fall 1973	Graduation Rates Male	Graduation Rates Female	Graduation Rates Total
American Indian	155	.160	.229	.192
Asian	971	.274	.387	.336
Black, Non-Hispanic	1,096	.102	.162	.138
Mexican American	1,102	.124	.184	.154
Other Hispanic	141	.170	.230	.197
Pacific Islanders	128	.225	.302	.264
White, Non-Hispanic	11,236	.310	.369	.342
Other Groups	323	.279	.277	.278
No Response	6,914	.249	.280	.265
Totals, All Ethnic Groups	22,066	.266	.320	.296

*Graduating within the system.

Note: Filipino students not separately identified in 1973.

Source: *Those Who Stay, 1979*, Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

Table 5.32

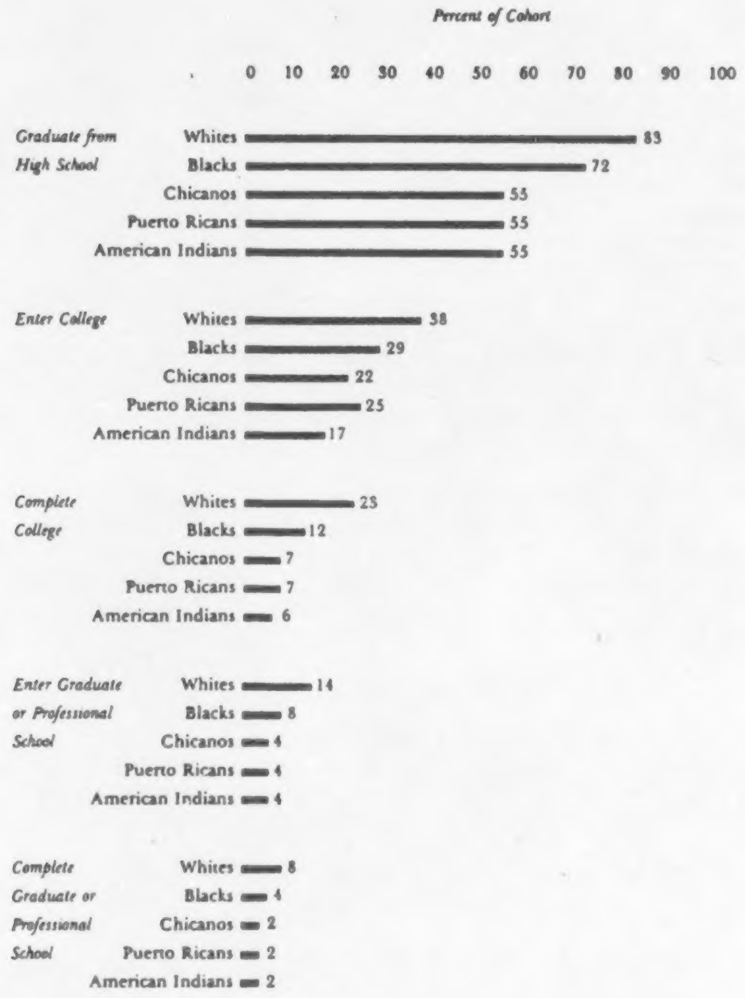
THREE-YEAR GRADUATION RATES* OF FALL 1975 CSUC UNDERGRADUATE TRANSFERS FROM CALIFORNIA COMMUNITY COLLEGES BY ETHNIC GROUP

Ethnic Group	Enrolled Fall 1975	Graduation Rates		
		Male	Female	Total
American Indian	618	.323	.347	.330
Asian	971	.345	.424	.381
Black, Non-Hispanic	1,363	.197	.229	.209
Filipino	57	.267	.407	.332
Mexican American	1,395	.251	.326	.279
Other Hispanic	280	.247	.325	.278
Pacific Islanders	186	.264	.400	.311
White, Non-Hispanic	17,458	.359	.409	.380
Other Groups	466	.344	.395	.362
No Response	12,733	.279	.341	.303
Totals, All Ethnic Groups	35,527	.316	.375	.341

*Graduation within the system.

Source: *Those Who Stay, 1979*, Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

Figure 5.1



The Educational Pipeline for Minorities

Source: A. Astin, *Minorities in American Higher Education*, Jossey-Bass: San Francisco, Ca., p. 175.

References and Additional Sources

1. *Profiles, College-Bound Seniors*, 1981, College Entrance Examination Board, New York, N.Y. This is the first in a series of annual summaries that will provide detailed profiles of the ethnic and sex populations from the Admissions Testing Program (ATP) of the College Board. Data are reported for the verbal and mathematics portions of the Scholastic Aptitude Test (SAT); the Test of Standard Written English (TSWE); subject area achievement tests; and the Student Descriptive Questionnaire (SDQ). It is the most comprehensive of all ATP summary reports.

2. Edward M. White and Leon L. Thomas, "Racial Minorities and Writing Skills Assessment in the California State University and Colleges," *College English*, Vol. 43, March 1981, pp. 276-81. This study compares the performance of ethnic groups on the TSWE offered by the College Entrance Examination Board with the English Placement Test (EPT) administered in the California State University. It argues that the TSWE "does not distribute minority students in the same way trained and accurate evaluators of writing samples do." In other words, multiple-choice tests such as the TSWE may be less accurate indicators of writing skills for ethnic minorities than more direct methods of testing.

3. A. Astin, *Minorities in American Higher Education*, Jossey-Bass, San Francisco, 1982. This is probably the most comprehensive and authoritative analysis of ethnic minorities and higher education to date. The study is specifically concerned with the educational experiences of Blacks, Chicanos, Puerto Ricans, and American Indians; Asians were excluded from the study because they are not considered a "disadvantaged" minority in higher education.

   The data in the study are national in scope, drawn primarily from the 1970s, and are scrupulously presented and analyzed. Much of the work is devoted to questioning the values implicit in standardized testing, and presentation of a long list of policy recommendations designed to improve ethnic minority representation and attainment in higher education. But the major contribution of the study is its strong empirical base in addressing the following questions:

   Educational Access, Choice, and Attainment

   To what extent are Blacks, Chicanos, Puerto Ricans, and American Indians represented at various points in the educational pipeline between secondary school and completion of advanced training? Where are the major leakage points in this pipeline?

   What is the representation of each of these four minority groups by field of study and type of institution?

   How has the representation of each minority group changed since the mid-1960s?

   Factors Influencing Educational Development

   How are the educational access and attainment of minority students influenced by family background, socioeconomic status, and personal characteristics?

   What features or characteristics of educational institutions and programs (for example, type of high school, type of higher education institution, student peer groups, faculty attitudes, special institutional programs) are most critical in affecting the progress of minority students?

How is the progress of minority students affected by the type of financial aid they receive during undergraduate and graduate training?

Which governmental programs seem to be the most effective and which the least effective in facilitating minority progress in higher education?

4. *National Longitudinal Study of the High School Class of 1972*, U.S. Department of Education, National Center for Education Statistics, Washington, D.C. The National Longitudinal Study (NLS) of the High School Class of 1972 periodically queries a national sample of the 1972 high school seniors to chart their educational, vocational, and personal development. NLS was initiated in the spring of 1972 by the National Center for Education Statistics. Over 1,000 public and private schools and nearly 18,000 students participated. Four followup surveys have been conducted since the 1972 base-year survey, fall 1973, fall 1974, fall 1976, and fall 1979. This constitutes one of the most important sources of longitudinal data available, and the NCES studies based on the data have made significant contributions to the attrition and retention literature.

5. *Retention and Transfer*, Undergraduate Enrollment Study, University of California Systemwide Administration, Berkeley, CA, 1980. This study is both methodologically precise and politically astute. It carefully avoids the cliches and simplistic generalizations that characterize much of the retention literature. Instead, the study concludes that "there are practical limits on the extent to which the University of California could increase the graduation rate from 7 out of 10 to something closer to 8 or 9 out of 10 — limits on the ability to reshape either students or the University." Few applied studies in this field dare to draw such conclusions, which reflect both common sense and empirical fact.

6. S. Daigle, *Attrition and Retention in the California State University and Colleges*, Division of New Program Development and Evaluation, Office of the Chancellor, California State University, Long Beach, CA, 1979. This study presents a summary of student attrition rates and retention efforts in the California State University through 1979. The findings and conclusions in the report are based on published data sources, campus documents, and interviews with key administrative officials on the 19 campuses. Here are some of the most important points raised in the study:

   1) The extent of permanent student attrition (i.e., the failure to ever return to any institution) is usually exaggerated unless one is careful to track students across both time and space — intrasystem and intersegmental transfers constitute a significant proportion of dropouts from the entering institution.

   2) The report urges caution in reviewing data on self-report motivations for withdrawal and finds little statistical evidence to support many intuitive explanations of attrition.

   3) Within the CSUC, withdrawal reasons (as opposed to rates) seemed to vary little among the campuses and data on the system as a whole appeared to be broadly consistent with national findings. The two factors that did seem to distinguish campuses within the system were institutional size and residential status. Large campuses experienced different retention problems than small ones, and residential campuses differ from commuter institutions. In the broadest sense, the CSU system itself is "high risk" — i.e., both admissions and demographic factors combine to produce a student population that is inherently less likely to persist.

4) The study draws several major conclusions about the relationships between university management and student retention. The most important assumptions are that successful retention programs must be informed by systematic data, and that all serious retention efforts involve important resource decisions.

5) A considerable body of national and systemwide evidence on college withdrawal is reviewed. The causes and consequences of attrition are identified and evaluated within the following categories: demographic correlates, academic reasons, motivational and personal considerations, and institutional factors.

6) Four categories of retention efforts are identified, and listings provided within each: research, organizational and procedural, advising, and campus involvement.

7) A brief profile of each campus is presented based on the following items:

   1. Important facts about the institution or its students.
   2. Innovative or significant efforts and strategies for addressing student attrition (including research studies).
   3. Problems and perspectives (i.e., the judgments and conclusions of those interviewed).
   4. Reports available.

8) Five primary recommendations are offered for campus and systemwide consideration:

   1. Development of a systemwide retention data base and reporting system.
   2. Establishment of campus recruitment and retention offices.
   3. Provision of resources for faculty advising.
   4. Programs for stimulating residential environments for commuter campuses.
   5. Procedural reforms in scheduling, admissions, and other bureaucratic functions. A list of secondary recommendations is also included, based on considerations of low cost and proven need.

9) A comprehensive bibliography, list of campus references, and technical appendix are provided.

7. *Those Who Stay*, Division of Institutional Research, Office of the Chancellor, California State University, Long Beach, CA. The Division has issued three reports (in 1976, 1979, and 1981) on student continuation and graduation rates in the State University. Each report tracks the fall 1973 first-time freshmen class (N = 22,066) and the 1975 class of undergraduate transfers (N = 35,527). Two, three, five, and seven-year continuation and graduation rates are presented by campus, student major, ethnic group, community college, sex, and admission status. These studies are the best sources of such data in the CSU because a) they are based on large Ns; b) they combine data

on graduation and continuation rates; and c) they track students for long periods of time across 19 campuses.

8. *Information Digest*, California Postsecondary Education Commission, 1020 Twelfth St., Sacramento, CA. (annual) An annual publication of CPEC, the Digest is the most comprehensive single source of comparative data on the four segments of postsecondary education in California. The report presents data and narrative summaries on enrollments, participation and transfer rates, degrees awarded, faculty, staff, finances, and test scores.

   The data appearing in the Digest are drawn from several sources. In general, data for the sections on student enrollment, degrees conferred, and faculty are obtained directly from the segments' systemwide offices or, in the case of independent institutions, from the individual campuses. Finance data are excerpted from selected issues of the Governor's Budget. California and national data appearing in the sections on student enrollment and degrees conferred are provided by the National Center for Education Statistics. Scholastic Aptitude Test Score data and introductory comments are obtained from the College Entrance Examination Board.

9. *The Condition of Education*, U.S. Department of Education, National Center for Education Statistics, Washington, D.C. (annual). This series of statistical reports is published annually by NCES and is probably the single best source of recent national data bearing on elementary, secondary, and postsecondary education. A narrative summary accompanies each section of detailed tabular and graphic data. In addition to presenting basic enrollment data, the report focuses on additional issues of special concern each year, such as educational financing, outcomes, achievement, attrition, programs, opinions, and salaries. A four-year cumulative index is provided in each edition.

   Much of the data in the report are drawn from the Current Population Surveys of the U.S. Bureau of the Census; Standard NCES data bases and special studies; the Higher Education General Information Survey; and studies sponsored by the National Education Association.

10. *Representation of Minorities in Higher Education in the West*, Western Interstate Commission for Higher Education, Boulder, Co., 1980. This report does not attempt to address the causes or cures for the unequal participation of minorities in education. It simply provides current information on the representation of minorities in higher education in the West. Data are provided for the thirteen western states included in WICHE: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

    Included in the report is information on patterns of minority enrollment and degrees awarded in undergraduate, graduate, and first-professional programs in private and public institutions in the West. A breakdown of enrollment by race and sex is provided for graduate and first-professional programs. The ratios of minority enrollments to minority populations in each of the thirteen states are examined.

11. *Blacks in Higher Education: Access, Choice, and Attainment; Chicanos in Higher Education: Progress and Attainment*, Higher Education Research Institute (HERI), Los Angeles, CA, 1981 and 1982. Prepared by the HERI staff, these studies (together with companion works on Puerto Ricans and American Indians) formed the background analyses that resulted in the publication of *Minorities in American Higher Education* (Jossey-Bass, 1982). They are among the most comprehensive treatments of Black and Chicano experiences in higher education.

12. *Minorities in Higher Education: First Annual Status Report*, American Council on Education, Office of Minority Concerns, 1982. This report is a compilation of data on ethnic minorities in American postsecondary education. The emphasis in this first edition appears to be on Black students.

13. *Minorities in Two-Year Colleges*, Institute for the Study of Educational Policy, Harvard University, 1980. This is a rather comprehensive analysis of minority enrollments, concerns, problems, and progress in American community colleges. Although the data displays and literature reviews are useful, the document makes no attempt at neutrality in describing and analyzing the data.

14. *Demographic Changes and Their Implications for Enrollment*, Undergraduate Enrollment Study, University of California Systemwide Administration, Berkeley, CA, 1980. This is one of several task force studies on enrollment in the University of California. The major focus of this report is on demographic change in the state and college participation rates to the year 2000. The study found little evidence to support the notion that participation rates either can or will improve over the next decade. It concludes that "the results of the analyses of the factors underlying participation rates are not encouraging to those who hope that increased participation rates may help offset the demographic decline of the 1980s." It specifically points out some of the eligibility problems in attempting to increase participation rates among ethnic minorities and community college transfers. The demographic projections indicate that a 15 to 20 percent increase in participation rates would be required in the 1980s to hold University enrollments constant at the 1979 level.

15. *Statistical Abstract*, Division of Institutional Research, Office of Chancellor, California State University, Long Beach, CA (annual). This is the basic reference source on statistical data for the California State University although little ethnic information has been included to date. The Division also publishes eleven more detailed reports during the year on enrollments and degrees granted.

16. In addition to the references listed above, here is a selective bibliography of additional sources on student retention. These studies are listed because they satisfy one or all of three criteria: a) they present theoretical or conceptual models which are among the most comprehensive in the retention literature; b) they report data which are distinguished by high levels of methodological rigor and analytical sophistication; and c) they offer very detailed summaries of the recent research literature in the field together with extensive bibliographies.

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Section Six
A Survey of Student Needs and Priorities

This section will provide a summary of findings from the Student Needs and Priorities Survey (SNAPS) administered to 8,500 students in the California State University system in the Spring of 1981, with particular emphasis on ethnic group comparisons. Twelve campuses — Fresno, Fullerton, Los Angeles, Northridge, Pomona, Sacramento, San Francisco, Bakersfield, Dominguez Hills, Humboldt, San Bernardino, and Sonoma — chose to participate in the survey. Although seven campuses elected not to participate, analysis of the sample indicated that the data do have systemwide significance and implications; i.e., there were few important differences between sample and system characteristics across categories of student age, ethnicity, sex, major, or class level (see Table 6.1 for data on the ethnic characteristics of the sample).

The questionnaire asked a stratified, random sample of students from selected class clusters to respond to the following issues:

Life goals and educational priorities;

Levels of satisfaction with various aspects of their academic and social experiences on campus;

Obstacles or problems, whether institutional or personal in nature, which might hinder progress toward their educational goals.

For a more detailed examination of these issues, a description of the study's methodology and related data, the reader is urged to consult the summary report on the survey prepared for the CSU Office of the Chancellor in 1982 (Reference #1). Appendix 6.1 presents the Management Summary from that study.

As Table 6.1 indicates, there is every reason to believe that the ethnic distributions in the sample are representative of the system generally. Moreover, the large Ns add further to confidence in the ethnic data. There were 86 American Indians in the sample, 634 Blacks, 631 Chicanos, 242 other Hispanics, 869 Asians, and 5,594 Whites.

No attempt will be made here to summarize the SNAPS findings generally. Rather, the more limited concern is whether any major ethnic group variations characterize the perceptions and attitudes of CSU students. The answer is both "yes" and "no."

The answer is "yes" because, as the following pages show, there are a few areas where American Indians, Blacks, Hispanics, Asians, and Whites differ. Typically, the percentage spread among the ethnic groups is not very great, but some student educational goals, priorities, needs, problems, and attitudes are characterized by distinctive ethnic patterns. The major ones include:

1. *Educational goals and priorities* — Ethnics were somewhat less inclined than Whites to offer socially acceptable responses to questions on life goals, and more interested in practical matters of cost, convenience, and campus characteristics in choosing an institution to attend.

2. *Retention, finances, and workload* — Asian students were more critical of campus factors in student attrition than other ethnic groups, and Hispanics were most likely to cite external barriers to completing their education. All ethnic minorities were

more concerned than Whites about financing college expenses. Finally, the factors influencing workload decisions differ widely by ethnic group.

3. *Student satisfaction levels* — Ethnics tended to rate most support services higher in importance than did Whites and, with the exception of Asian students, were very pleased with their quality. Asians were the least satisfied ethnic group across virtually every category — social and academic.

Clearly, the most persistent and important ethnic strain in the data concerned the negative sentiments expressed by the CSU Asian sample. Asian students were among the least satisfied groups on practically every issue concerning academic programs and support services, especially those involving classroom instruction and faculty attitudes. In fact, they were the only student group who gave consistently low ratings to almost every facet of campus life — particularly displeased with courses, instructional quality, advising, and faculty behavior generally. This matter deserves greater attention and study, especially at campuses with high concentrations of Asian students (see Table 6.15).

No doubt, the reasons are many and complex, but some initial hypotheses seem worth investigating. First, the distinction between native Asian students on the one hand, and Asian refugees and immigrants on the other, may be important; further, students from rural areas of Vietnam, Laos, and Cambodia may have different expectations and problems than Asians from urban areas or developed countries. Second, it is sometimes noted that Asian cultural norms place a heavy emphasis on family and peer support groups; consequently, such students may be less likely than other ethnic groups to seek out institutional means of assistance. Third, the academic and interpersonal expectations of Asian students about higher education may be unique enough to deserve systemwide attention. Finally, the technical orientations and skills of many Asian students may be far better developed than those associated with language and writing. For all of these reasons — cultural, psychological, and academic — Asian students may be systematically disadvantaged in the system.

Perhaps the most straightforward approach to investigating the question is to link the SNAPS data file with the citizenship code in the Enrollment Reporting System Students (ERSS) file. This would permit differentiation of Asian citizen, immigrant, and refugee students in the SNAPS data.

Specifically, the full SNAPS data file contains 869 Asian students (11 percent of the sample). A total of 359 of these students volunteered their social security or student identification numbers, or 41 percent. A preliminary match of the ERSS and SNAPS files by social security number showed that only about half of the total number of students who provided personal identification could be matched, or about one-fourth of the sample (students from four campuses which use student ID numbers could not be matched in ERSS). Thus, it is reasonable to expect that approximately 180 Asian students might be successfully matched, thereby providing at least one clue (i.e., citizenship status) to the source of their dissatisfaction. Country of origin could also be added to the SNAPS file via ERSS; in addition to the variations one might find among students from Japan, China, Korea, Vietnam, and other countries in Southeast Asia, a fair number of students from India and the Middle East also classify themselves as Asian rather than White.

Still, the finding that is most striking about the SNAPS data is the general *lack* of significant variations by ethnic group. The ethnic patterns that do emerge in the data are seldom strong and, for the most part, are fairly predictable. On the most important items in the survey — those involving academic issues and instructional quality — ethnics were usually indistinguishable from Whites in their goals, priorities, perceptions, and evaluations. Even questions on support services and social activities produced only minor variations, in direction and degree, among ethnic minorities and between them and Whites. In general, it seems fair to state that the survey conclusions outlined in the Management Summary (Appendix 6.1) are true both for Whites and for most ethnic groups under most circumstances.

Educational Goals and Priorities

Too often surveys concentrate on asking students how they feel about things without asking them where they wanted to go or what they expected to get in the first place. Levels of satisfaction, the perceptions of obstacles, and so forth are intimately linked to prior life goals and educational expectations. Students attend college, in part, to learn whether it is "for" them. For some, the answer turns out to be "no," or perhaps they never had serious degree plans but were attending for other reasons. The first few questions in the survey were designed to sort out some of the reasons for college attendance and campus choice. Among the issues raised were general life goals, educational priorities, campus choice, and degree objectives.

Questions about broad life goals, values, aspirations, and motivations run the inevitable risk of eliciting only socially acceptable responses. The SNAPS survey apparently was no exception. Students generally rated independence, security, creativity, and altruism as their most important goals in life, while power, money, and social status were least valued. Here are the percentages of those who responded "very important" or "important" to the question on life goals:

An opportunity to use my special abilities and aptitudes	97%
A stable, secure future	83%
An opportunity to be creative and original	83%
An opportunity to be helpful to others	82%
An opportunity to work with people rather than things	73%
An opportunity to be relatively free of supervision by others	65%
Adventure	62%
A chance to exercise leadership	60%
A chance to earn a great deal of money	54%
Social status and prestige	37%

Table 6.2 shows the percentage responses by ethnic group to the question on life goals. In general, Blacks and Hispanics were somewhat more likely than Whites and American Indians to emphasize the values of wealth, social status, altruism, and security; wealth and social status were also of major concern to Asian students.

On the more specific question concerning educational priorities, almost two-thirds of all CSU students chose career preparation and job enhancement as having the highest priority in their academic pursuits. Only one in five chose intellectual growth and stimulation, and one in ten rated personal growth and self-understanding as having highest priority. Social growth and understanding received six percent and aesthetic and cultural awareness two percent. These findings are in sharp contrast to those concerning life motivations; students apparently attend college to advance a rather narrow portion of broader life aspirations. Intellectual, philosophical, social, and aesthetic growth rate far behind career considerations and its concomitants. Indeed, the career component of the question on educational priorities so dominated other options that few sub-group differences of any significance were reported, ethnicity included (see Table 6.3).

The reasons students offer for attending a specific campus have always been a major concern in educational research. Such data carry, at once, marketing, programmatic, and service implications. Campus choice is of particular interest in California where four strong and relatively distinct segments compete for enrollments in higher education. Students are often able to choose among a dozen or more campuses within a thirty-mile radius of home, both within and outside the CSU.

The percentages below represent the number who responded "important" or "very important" to a list of possible reasons for attending a campus of the CSU. Clearly, the most significant factors are program availability, low cost, academic reputation, and physical proximity to home and work.

Availability of a particular major or academic program	73%
Low cost	64%
Academic reputation of a particular field or major	62%
Close to home and/or work	60%
General academic reputation of school	58%
Opportunity to work or maintain job while attending school	50%
City or geographic setting where campus is located	33%
Overall appearance of campus	25%
Size of campus population	22%
Recommendations from friends or family members	22%
Convenient public transportation to the school	18%
Chance to leave home	11%
On-campus residences	10%
Ethnic composition of student body	10%
Age of student body	8%
Availability of on-campus child care services	7%
Reputation of its athletic programs	6%

Most of the reasons for choice of campus produced minor variations by ethnic status, but the two strongest factors were child care services and the ethnic composition of the student body. Predictably, all ethnics rated the importance of student characteristics much higher than Whites in a choice of a campus; Blacks and Hispanics also expressed greater than average concern about the availability of child care services. Otherwise, convenience and low cost were of above-average concern to Chicanos; campus characteristics were rated high in importance by Blacks, and all ethnics expressed far more interest than Whites in public transportation (see Table 6.4).

Finally, in an alleged era of revolving campus doors of stopout, dropout, extended education, nontraditional students and the like, it was somewhat surprising to learn that CSU students have rather ambitious educational goals of a long-term nature. While 28 percent of the respondents planned to pursue an MA degree at their current institution, 41 percent planned to pursue the MA in general. Another 21 percent expressed plans to eventually obtain a Ph.D., Ed.D., MD, DDS, or JD. Only 3 percent had no current degree objective, another 6 percent were undecided, and 6 percent were working toward a certificate or credential. Only 1 percent admitted to having no interest in ever getting a degree.

Such data suggest that the concept and goal of a degree of some kind is still of compelling significance to most students. No important ethnic variations emerged on these questions.

Retention, Finances, and Workload

The findings from three retention-related questions in the SNAPS study carry rather great importance. First, when asked which of the following presented the greatest obstacle to reaching their educational goals, the full sample offered these responses:

Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)	25%
External factors (such as family obligations, job, finances, personal problems, etc.)	40%
I do not see any obstacles to completing my education.	34%

Thus, even when offered an explicit opportunity to "blame" the institution for stopping or dropping out, only one in four is willing to do so. Neither campus instructional programs nor support services appear to be driving students away as much as they may be pulled away by personal circumstances and external forces. Indeed, one-third of the sample was relatively unconcerned about either category of obstacles. Asian students were somewhat more critical of campus factors than other ethnic groups, and Hispanics cited external factors with greater frequency (see Table 6.5). Otherwise, the ethnic variations were not impressive.

Secondly, the survey asked students to cite the reasons (from a choice of 12) why they thought *other* students might leave their campus. The percentage responses of all students looked like this:

Lack of interest, motivation, goals	36%
Financial problems	30%
Time conflicts, demands of work/job or family	23%

Emotionally unprepared to cope with the demands of college	18%
Academically unprepared to do college-level work	16%
Poor academic performance, bad grades	16%
"Burnout"	14%
Personal or family problems	9%
Shortcomings of the academic programs	9%
Education unnecessary or unrelated to life goals or job	6%
Shortcomings of the institution	4%
Transportation	2%

Notice that "shortcomings of the academic programs" and "shortcomings of the institution" were identified by only nine and four percents, respectively. The more popular choices all focused on maladaptive psychological characteristics of students, poor levels of academic preparedness, and external demands of time and finances. Of course, these percentages reflect only student opinions and interpretations about a complex behavioral decision of others, but they do suggest some important insights into the assumptions which govern student perceptions of persistence and withdrawal.

Again, ethnic group differences were small. There was a slight tendency for Asians to emphasize academic issues, for American Indians and Blacks to de-emphasize motivational impediments, and for all ethnic minorities to cite financial problems with greater frequency than Whites (see Table 6.6).

Third, the survey provided a list of 17 specific actions which an institution might take to help reduce or eliminate any educational obstacles which the student had previously identified, whether campus or externally related. The students were asked to check no more than three options. Ten percent of those with problems still insisted that "the school can do nothing about my problems," and seven percent said "the school is already doing what it can to help." Here is the rank-ordered listing of the other responses:

Offer a greater variety/number of courses	30%
Increase/improve availability of financial aid	27%
Change course scheduling	25%
Monitor/remove ineffective instructors, hire effective ones	23%
Make financial aid processing easier	17%
Offer a greater variety/number of academic programs	15%
Provide more/better academic advising	15%
Provide more/better career guidance	13%

Increase/improve information about financial aid	13%
Improve the quality of the academic programs/courses	12%
Increase/improve tutoring services	7%
Increase/improve personal counseling (psychological)	6%
Provide (more) on-campus housing	6%
Improve library services	5%
Change the grading system	5%
Change admissions requirements	4%
Provide more/better on-campus child care services	3%

The list speaks for itself: course variety and class scheduling; financial aid availability, processing, and information; and instructional quality and advising are clearly the areas of greatest concern to students generally. Of least importance are such things as child care services, admissions requirements, grading policies, library services, campus housing, psychological counseling, and tutoring. With the very slight exceptions of tutoring and career guidance, the responses by ethnic group tend to reinforce these general findings across the board (see Table 6.7).

As far as finances are concerned, when asked if they were concerned about financing their college education, the full sample provided these responses:

No, I will have sufficient funds.	34%
Yes, somewhat concerned. But I will probably have enough funds to continue.	41%
Yes, very concerned. I may not have enough funds to continue.	20%
Yes, extremely concerned. I will not have enough funds to continue.	5%

Thus, roughly one-fourth of the students in the CSU may be feeling a severe financial squeeze despite the existence of relatively low fees and tuition levels compared to norms nationally, in the University of California, or in private institutions in the state. At least two interpretations seem plausible. On the one hand, the CSU system may tend to attract many students whose discretionary income for education is not very great or very flexible in the first place. On the other hand, financial "need" (like any kind of perceived need) is a relative concept and therefore is partly a function of wants, choices, comparisons, expectations, and cost-benefit trade-offs. Education must compete with other financial demands and conveniences, and the individual must assess its relative priority against other wants and against expectations about its ultimate value; thus, claims of financial "need" should be interpreted with some caution in the absence of more objective indicators and standardized points of comparison. At any rate, Table 6.8 clearly indicates that all ethnic minorities perceive their financial status with more concern than Whites.

Finally, workload decisions form yet another dimension of the student retention equation. Until recently, declining unit load in the system has been a prime contributor to FTES decline on many campuses, even in the face of increasing enrollments. Conversely, fewer enrollments are required in order to achieve FTES targets if unit loads can be maintained or increased. Thus, from an FTES standpoint, unit load is as much a component of the attrition problem as enrollments.

Students were asked to check as many factors as applicable to explain their unit loads. Five reasons emerged as being rather important, and another five were considerably less significant. Here are the percentages:

The number of units I can take and still get good grades	57%
The time that courses are scheduled	56%
The demands of my work/job schedule	46%
Whether courses required for my academic program are offered or not	41%
The number of units I need to graduate by a certain time	40%
The time demands or needs of my family	20%
The number of units required to keep my financial aid	14%
Recommendations of my advisor	11%
The amount of money I have available to spend on education	9%
Nothing in particular, I take whatever I find interesting	3%

Again, course scheduling, convenience, and job demands are very important, but so too are academic considerations of grades and degree requirements. Finances and advising apparently play only minor roles.

But some significant ethnic variations did emerge on this question (see Table 6.9). The data rather clearly indicate that:

1. The rate of advisors in determining unit loads is more important to ethnic minorities (especially Blacks) than to Whites;
2. Scheduling is a prime concern of American Indians;
3. The time demands and needs of one's family are of much less concern to Asians than other groups;
4. Financial aid and finances generally are major factors in the decision-matrices of most ethnic minorities;
5. The graduation timetable is apparently of far greater significance to Asians than to Hispanics.

Student Satisfaction Levels

Perhaps the most important and revealing portion of the SNAPS study was a section which presented 24 items for students to a) rate according to their educational importance, and b) evaluate according to their perceived quality. Table 6.10 shows the percentages and rankings for each group based on those who responded "very important" or "important" for "a," and "excellent" or "good" for "b." Here are the most significant summary observations which can be made about these figures:

1. With the exception of a few relatively minor items at the bottom, the gap between rated "importance" and perceived "quality" is wide and almost universally negative.
2. Six of the top seven factors in importance are directly related to classroom instruction, and manifest an average "quality discrepancy" of 30 percentage points, although the average difference in rankings is only -1.
3. The remaining 17 factors address various forms of student services, social activities, and academic support functions. Although these are less important concerns, they too are sources of considerable dissatisfaction (notably, academic and career advising and administrative responsiveness).
4. Several activities of least importance to students (social life, activities, and facilities; information dissemination; and athletic programs, facilities, and activities) are among the most favorably evaluated.

Logically, it makes sense to find out whether students care anything about a particular issue before asking them to evaluate its quality. Although almost everyone thinks that academic issues of instruction, courses, and grading are important, student groups often vary widely in terms of the importance they attach to support services and campus social life. Table 6.11 shows the major differences by ethnic group categories; virtually all ethnic minorities attached greater importance than Whites to each of the following items:

Tutoring
Financial Aid
Personal Counseling
Opportunity to appeal rules and decisions
Information Distribution
Social Activities
Career Guidance
Administrative Assistance

Thus, the perceived importance of academic issues and concerns vary by ethnicity in only an indirect sense; i.e., through demands for support services. On the major items addressing the importance of scheduling, courses, grading, faculty, educational resources, instructional quality, and academic advising, the ethnic variations were minor or non-existent.

In general, there was less variance in ratings of perceived quality than in ratings of importance. In other words, there was a fair amount of consensus across student groups about how "good" or "bad" academic programs, support services, or campus social life happened to be, whatever their relative importance. In some cases, the variance was reduced because many students simply said they did not know or had no opinion about the quality of a particular item; if it was rated low in importance, there was little reason why they should know or care about its quality.

Two important findings emerged from the ethnic distributions of quality ratings (see Table 6.12). First, Blacks and Hispanics expressed the highest levels of satisfaction with financial aid, tutoring, and rules appeals. Second, Asian students were the least satisfied ethnic group across virtually every category. For example, while 72 percent of Whites rated instructional quality as "excellent" or "good," only 54 percent of the Asian students agreed. Faculty accessibility and stimulation, course content, testing, and social life were also areas of dissatisfaction among Asians. Otherwise, the quality ratings on academic issues were fairly congruent among ethnic groups.

Thirty percent of the sample rated instructional quality as being "fair," "poor," or "very poor." When asked to choose two major reasons for these negative ratings, students responded in the following fashion:

Inability of instructors to communicate subject matter	46%
Instructors show lack of interest or enthusiasm for teaching	30%
Instructors are inconsistent in testing and grading, give unclear assignments	27%
Some courses lack depth	27%
Some courses lack breadth — they do not cover enough relevant material	23%
Instructors seem unqualified or show poor command of subjects	18%
Academic standards are low, some courses are geared to the lowest level students	13%
Racial or sex bias shown by instructors	7%

Clearly, the major problems seem to be ones of poor communications skills on the part of faculty; students would like to see more classroom enthusiasm, greater interpersonal concern, and more clarity in grading and assignments. Otherwise, both course content and instructor knowledge were faulted. There were no important variations by ethnic group on these issues.

Forty-four percent of the sample also rated academic advising on their campus as being "fair," "poor," or "very poor." Lack of administrative coordination of advising services was cited by 41 percent of these students as the major reason for poor advisement. Advisor empathy, availability, knowledge, and judgment also received the following negative evaluations:

Advisement is not coordinated between advisors, departments, and other administrative offices on campus	41%
Advisors show lack of concern for interest for students' needs	37%
Advising or advisors are unavailable when needed	28%

Advisors are poorly informed about academic programs and requirements	26%
Advisors give incorrect recommendations to students	15%

Again, the data for all ethnic group categories parallel these findings.

One means of imbuing broad attitudes and evaluations with greater meaning is to ask questions which carry more explicit behavioral implications. Students were asked if they planned to transfer to another college or university before graduating from their current degree programs. Nine percent responded "yes," another 16 percent said "possibly," and 75 percent indicated no plans to transfer. Among ethnic minorities, the percentages are almost identical; Whites are only slightly different (see Table 6.13).

At the end of the questionnaire, students were given the opportunity to offer a sort of summary evaluation of their campus experience. They were asked to respond to the following statement: "I am pleased with my overall experience on this campus." The percentage responses were as follows:

Strongly Agree	14%
Agree	63%
Disagree	11%
Strongly Disagree	2%
Undecided	10%

Thus, fully 77 percent expressed positive sentiment about their current educational environment. Overall satisfaction levels did not show much variation by level, major, sex, workload, marital or employment status, or campus type. There was a slight tendency for Asian and American Indian students to be less satisfied than other ethnic groups (see Table 6.14), and for students over 35 years of age and those with higher grade point averages to be more satisfied. Otherwise, less satisfied students tended to cite campus-related obstacles to their education more often than external ones, and to profess a greater propensity to transfer than satisfied students.

In general, on most academic issues and matters involving institutional quality and satisfaction, ethnic groups in the CSU tend to be more similar than different. This is not to suggest that the student population of the CSU is homogeneous, only that the degree of ethnic "distinctiveness" that many assume exists simply does not appear in the data. It may be that the shared experiences of higher education, academic and otherwise, serve to blur or diminish ethnic differences otherwise present.

Table 6.1

Ethnic Comparison of SNAPS Sample to CSU Enrollments

	Sample	CSU-F80
American Indian	1%	1%
Black	8	7
Chicano	8	7
Other Hispanic	3	2
Asian	11	8
Pacific Islander	1	1
White	68	73
Filipino	1	1

Table 6.2

QUESTION 1. In living your life, how important do you consider each of the following?
(percent very important or important)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
An opportunity to use my special abilities and aptitudes	94%	93%	97%	97%	97%	97%
A chance to earn a great deal of money	47	66	75	60	58	48
An opportunity to be creative and original	76	78	84	85	87	83
Social status and prestige	21	53	52	44	45	33
An opportunity to work with people rather than things	68	66	84	83	80	61
A stable, secure future	67	89	94	88	90	80
An opportunity to be relatively free of supervision by others	67	62	69	65	70	65
A chance to exercise leadership	65	56	70	64	61	60
Adventure	63	51	59	59	57	63
An opportunity to be helpful to others	80	79	91	90	89	81

Table 6.3

QUESTION 2. All of us have different reasons for pursuing a college education, and those reasons have varying degrees of priority at different times in our academic careers. Please select the reason that currently has the HIGHEST PRIORITY in your educational career. (In percents) (Mark only one.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
SOCIAL GROWTH/UNDERSTANDING: an increase in your awareness and understanding of other persons and the development of personal relationships	9%	7%	7%	10%	8%	4%
CAREER PREPARATION/JOB ENHANCEMENT: the development of or increase in your knowledge and capabilities in a particular professional or vocational area	57	62	63	60	61	64
INTELLECTUAL GROWTH/STIMULATION: the pursuit of knowledge for its own sake, and the exchange of ideas - whether in a particular field or several that interest you	17	16	16	17	17	20
PERSONAL GROWTH/SELF UNDERSTANDING: the development of your own life philosophy and an expanded understanding of yourself as a person	13	13	13	11	12	10
AESTHETIC/CULTURAL AWARENESS: the development of an appreciation and understanding fo the art, music, drama, literature and culture of your own as well as other cultures	4	2	2	2	3	2

Table 6.4

QUESTION 3. Please rate the importance of each of the following factors in influencing your decision to attend this particular college/university. (Percent very important or important)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Close to home and/or work	58%	53%	61%	72%	59%	59%
Low cost	57	61	71	72	67	62
Overall appearance of campus	27	25	37	30	35	23
Size of campus population	14	21	32	25	24	20
Age of student body	8	9	11	11	14	7
General academic reputation of school	53	59	66	57	61	57
Chance to leave home	9	13	10	9	13	11
Academic reputation of a particular field or major	54	67	66	62	65	60
Opportunity to work or maintain job while attending school	48	46	59	59	50	49
Availability of a particular major or academic program	71	71	76	70	71	73
Convenient public transportation to the school	19	28	31	30	25	12
City or geographic setting where campus is located	36	32	37	36	34	31
On-campus residence	8	12	14	10	11	8
Availability of on-campus child care services	8	8	15	14	10	5
The reputation of its athletic programs	9	8	10	8	7	4
Ethnic composition of the student body	13	15	26	23	14	5
Recommendations from friends or family	20	27	31	27	21	20

Table 6.5

QUESTION 9. Which ONE of the following presents the greatest obstacle to reaching your educational goals? (In percents) (Mark only 1.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)	31%	33%	25%	25%	24%	24%
External factors (sych as family obligations, job, finances, personal problems, etc.)	40	35	43	47	48	39
I do not see any obstacles to completing my education.	30	32	32	28	28	37

Table 6.6

QUESTION 20. In your opinion, what are the MAIN reasons students drop out of school on this campus? (In percents) (Mark no more than 2 responses.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Lack of interest, motivation, goals	22%	40%	29%	33%	34%	38%
Financial problems (need to support self/family)	41	31	43	38	39	27
Time conflicts, demands of work/job or family	21	24	28	25	27	23
Shortcomings of the academic program (variety/availability/quality of courses/programs, poor instructors)	14	8	9	9	10	9
Shortcomings of the institution (support services, social activities, facilities, parking, etc.)	7	4	4	3	3	4
Emotionally unprepared to cope with the demands of college	15	13	18	21	17	19
Academically unprepared to do college-level work	20	14	15	20	15	17
Personal or family problems	9	13	13	11	15	8
Poor academic performance, bad grades	14	23	16	19	12	15
Transportation problems, distance to the school, location	1	3	4	2	3	2
Education unnecessary or unrelated to life goals or job success	4	5	3	5	4	7
"Burn-out"	15	8	11	11	10	16

Table 6.7

QUESTION 10. What could the campus do to help in eliminating any obstacle you marked in Question 9? (If you marked that you did not see any obstacle, skip this question; in percents.) (Mark no more than 3 responses.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Increase/improve tutoring services	9%	9%	7%	8%	4%	3%
Provide more/better career guidance	5	12	8	11	12	7
Improve library services	4	5	2	4	3	3
Provide more/better on-campus child care services	7	1	3	2	4	2
Increase/improve personal counseling (psychological)	4	5	6	6	6	3
Provide (more) on-campus housing	5	4	6	4	3	3
Provide more/better academic advising	12	13	10	13	10	9
Increase/improve information about financial aid	8	6	11	12	9	8
Increase/improve the availability of financial aid	15	17	22	23	21	16
Make financial aid processing easier	11	9	16	17	17	10
Change course scheduling	19	14	15	14	16	17
Offer a greater variety/number of academic programs	11	13	11	12	13	8
Offer a greater variety/number of courses	20	22	17	19	22	20
Improve the quality of the academic programs/courses	6	12	4	7	10	8
Change the admissions requirements to the school or a specific program	1	4	5	2	4	2
Change the grading system	5	5	5	4	5	3
Monitor/remove ineffective instructors, hire effective ones	22	16	12	13	15	15
The school can do nothing about my problems	4	6	6	7	8	7
The school is already doing what it can to help	4	5	5	5	5	4

Table 6.8

QUESTION 11. Are you concerned about financing your college education?
(In percents) (Mark only 1.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
No, I will have sufficient funds	26%	27%	23%	20%	23%	39%
Yes, somewhat concerned. But, I will probably have enough funds to continue.	42	45	42	43	43	41
Yes, very concerned. I may not have funds to continue.	25	21	26	30	22	17
Yes, extremely concerned. I will not have enough funds to continue.	7	8	10	8	12	3

Table 6.9

QUESTION 16. What factor(s) determine the number of units you take per quarter/semester? (In percents) (Mark as many as apply.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
The recommendation of my advisor	11%	14%	18%	16%	12%	10%
The times that courses are scheduled	64	56	59	53	57	56
Whether courses required for my academic program are offered or not	54	40	37	37	40	42
The demands of my work/job schedule	58	64	56	50	56	49
The amount of money I have available to spend on education	7	10	13	13	15	7
The number of units I can take and still get good grades	52	55	56	56	57	58
The time demands or needs of my family	25	12	21	18	21	21
The number of units required to keep my financial aid (V.A., loan, grant, scholarship, etc.)	19	13	21	25	15	12
The number of units I need to graduate by a certain time	31	46	39	27	36	41
Nothing in particular, I take whatever I find interesting	2	5	2	2	3	4

Table 6.10

Ranking in Importance & Quality of Factors Instrumental in Achieving Educational Goals

Factor	Importance Ranking	Quality Ranking	Ranking Difference	Percent Importance	Percent Quality	Percent Difference
Quality of instruction	1	2	-1	98	70	-28
Content of courses offered	2	4	-2	94	66	-28
Fairness and appropriateness of testing & grading	3	6	-3	90	60	-30
Library and other educational resources	4	1	+3	89	77	-11
Course scheduling	5	9	-4	88	48	-40
Variety of courses offered	5	5	0	88	61	-27
Intellectual stimulation from faculty	6	7	-1	86	58	-28
Academic advising	7	11	-4	82	44	-38
Faculty accessibility	8	3	+5	80	67	-13
Career guidance from faculty	9	13	-4	72	38	-34
Helpful and responsive office personnel (e.g. Admiss. & Rec.)	10	10	0	70	47	-23
Parking	11	19	-8	62	28	-34
Responsive administration	11	20	-9	62	26	-36
Intellectual stimulation from other students	12	12	0	60	43	-17
Career contacts thru faculty & alumnae	13	22	-9	57	19	-38
Career guidance from Career Planning Office	14	18	-4	52	30	-22
Personal counseling	15	18	-3	49	30	-19
Opportunity to make friends and improve social life	15	9	+6	49	48	- 1
Opportunity to appeal rules and decisions	16	21	-5	47	21	-26
Financial aid (on-campus)	17	17	0	46	31	-15
Adequate information distribution (bulletin boards, etc.)	17	8	+9	46	56	+10
Tutoring/basic skills development	18	16	+2	42	34	- 8
Social and cultural activities and facilities	19	14	+5	27	36	+ 9
Athletic programs, facilities and activities	20	15	+5	16	35	+19

Table 6.11

QUESTION 6. Many diverse factors play a part in helping us achieve our educational goals. Please rate the importance of the factors listed below in terms of their importance for your education (Percent very important or important)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Atheltic programs, facilities and activities	17%	21%	21%	19%	19%	14%
Social and cultural activities and facilities	32	35	39	38	26	24
Course scheduling	74	89	92	90	90	88
Content of courses offered	90	93	94	94	94	95
Fairness and appropriateness of testing and grading	82	89	92	89	90	89
Accessibility of faculty	72	76	84	81	79	80
Intellectual stimulation from faculty	82	79	87	86	83	86
Opportunity to appeal rules and decisions	52	50	65	54	55	42
Adequate information distribution (bulletin boards, newspapers, etc.)	43	50	64	56	53	42
Career guidance from faculty	63	75	80	82	81	69
Financial aid (on-campus)	51	55	67	69	57	39
Career guidance from Career Planning Office	40	62	72	65	59	47
Opportunity to make friends and improve social life	40	59	46	51	54	48
Variety of courses offered	83	87	88	91	90	87
Tutoring/basic skills development	38	55	69	59	53	33

Table 6.11 (Continued)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Availabilility fo career contacts through faculty and alumnae	58	57	64	62	60	56
Intellectual stimulation from other students	53	56	62	64	63	59
Library and other educational resources	88	89	93	93	93	87
Availability of parking	52	67	75	67	66	59
Personal counseling	46	54	64	65	56	44
Responsive administration	54	64	75	69	65	59
Helpful and responsive office personnel (for example Admissions & Records Office)	70	70	81	79	74	64
QUALITY OF INSTRUCTION	99	95	97	98	98	98
ACADEMIC ADVISING	82	84	87	89	87	81

Table 6.12

QUESTION 6. Many diverse factors play a part in helping us achieve our educational goals. Please rate the quality of those factors as they exist on your campus. (Percent excellent or good)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Athletic programs, facilities and activities	24%	29%	35%	42%	38%	36%
Social and cultural activities and facilities	35	31	38	44	40	36
Course scheduling	38	42	53	51	51	49
Content of courses offered	61	52	68	67	64	69
Fairness and appropriateness of testing and grading	51	47	55	61	55	64
Accessibility of faculty	68	51	64	65	68	71
Intellectual stimulation from faculty	54	42	58	58	55	61
Opportunity to appeal rules and decisions	23	20	29	25	30	19
Adequate information distribution (bulletin boards, newspaper, etc.)	40	52	61	59	62	56
Career guidance from faculty	35	29	41	43	39	38
Financial aid (on-campus)	35	26	38	46	36	29
Career guidance from Career Planning Office	27	29	39	34	32	29
Opportunity to make friends and improve social life	48	38	49	47	45	51
Variety of courses offered	58	47	59	61	58	64
Tutoring/basic skills development	29	32	49	45	36	30

Table 6.12 (Continued)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Availability of career contacts through faculty and alumnae	18	16	21	22	28	20
Intellectual stimulation from other students	41	29	45	41	39	45
Library and other educational resources	72	66	81	82	82	78
Availability of parking	29	21	32	30	29	29
Personal counseling	24	24	35	35	31	29
Responsive administrative	20	23	32	31	31	25
Helpful and responsive office personnel (for example, Admissions & Records Office)	37	34	49	49	47	48
QUALITY OF INSTRUCTION	58	54	71	72	71	72
ACADEMIC ADVISING	36	35	50	49	45	44

Table 6.13

QUESTION 18. Do you plan to transfer to another college or university to continue your education before graduation from your current degree program? (In percents) (Mark only 1.)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Yes	9%	10%	9%	8%	8%	9%
No	71	71	73	71	71	77
Possibly	20	19	18	21	21	14

Table 6.14

QUESTION 27. Please mark the one response that comes closest to your feeling about the following statement:

"I am pleased with my overall experience on this campus." (In percents)

	American Indian	Asian	Black	Chicano	Other Hispanic	White
Strongly Agree	17%	5%	16%	15%	10%	15%
Agree	42	65	57	59	69	64
Disagree	15	12	13	14	11	10
Strongly Disagree	4	3	4	3	3	2
Undecided	23	16	11	8	7	9

Table 6.15

Asian Enrollment at Participating CSU
Campuses in the SNAPS Survey
Fall 1981

Campus	No. Asians	Pc. Total Enrollments
Fresno	583	4.7
Fullerton	1312	6.5
Los Angeles	2764	19.6
Northridge	1544	6.8
Pomona	1184	9.5
Sacramento	924	6.8
San Francisco	2987	16.7
Bakersfield	58	2.2
Dominguez Hills	524	7.1
Humboldt	84	1.4
San Bernadino	69	1.9
Sonoma	72	1.6
Total-12 Campuses	12119	8.8
Other 7 Campuses	8045	6.9
Systemwide	20164	7.9

Source: *Fall Term Enrollment Statistical Report*, Division of Institutional Research, Office of the Chancellor, California State University: Long Beach, Ca.

Appendix 6.1

SNAPS MANAGEMENT SUMMARY

This report is intended to provide a narrative summary of findings from the Student Needs and Priorities Survey (SNAPS) administered to 8,500 students in the California State University system in the Spring of 1981. Twelve campuses - Fresno, Fullerton, Los Angeles, Northridge, Pomona, Sacramento, San Francisco, Bakersfield, Dominguez Hills, Humboldt, San Bernardino and Sonoma - chose to participate in the survey. Although seven campuses elected not to participate, analysis of the sample indicated that the data do have systemwide significance and implications; i.e., there were few important differences between sample and system characteristics across categories of student age, ethnicity, sex, major, or class level.

A more detailed, technical report on the findings will be prepared later this year by the Social Systems Research Center at California State University, Dominguez Hills. This report attempts to provide a narrative summary of the major findings from the survey; examine student sub-group variations through simple bivariate analysis; describe the sampling procedure and establish the representativeness of the sample; present some comparative data from other surveys against which the CSU findings might be assessed; identify areas that deserve further study by individual campuses; and offer some recommendations for policy-related research and action systemwide.

The questionnaire asked a stratified, random sample of students from selected class clusters to respond to the following issues:

> Life goals and educational priorities
>
> Levels of satisfaction with various aspects of their academic and social experiences on campus
>
> Obstacles or problems, whether institutional or personal in nature, which might hinder progress toward their educational goals.

Here is a brief overview of the major findings. For a more detailed examination of these issues and related data, the reader is urged to consult the full report.

Life Goals and Educational Priorities

Career considerations dominated all others in the educational priorities of CSU students. There were some predictable emphases by major (e.g., personal expression in the arts, social work in education, financial success in professional fields), but the most pervasive student goals focused on rewards that were tangible, practical, and immediate. The strong career orientation held across all categories of student age, class level, ethnicity, and sex. These findings parallel similar ones from student surveys nationwide.

Campus Choice and Degree Objectives

Program availability and reputation, low cost, and convenience to home and work collectively structure student choice of a CSU campus to attend. These are very pragmatic concerns, and suggest that one of the unique features of the CSU system is its ability to address all of these factors simultaneously -- comprehensive degree and course offerings, comparatively low cost, respectable levels of academic reputation, and convenient locations and class scheduling. Nontraditional students were most likely to emphasize these things, while the more traditional students usually cited a wider range of considerations, including social motivations.

The data also indicated that about 85% of CSU students have serious academic goals (i.e., a degree) at their current institution, and that one in five have rather ambitious long-term degree plans (e.g., an advanced or professional degree).

Academic Programs and Support Services

Academic concerns rated much higher in importance to students than campus support services or social activities, although the latter were often more favorably evaluated in terms of perceived quality. Academic issues were of greater concern to females and nontraditional students, while younger, full-time students and ethnic minorities rated social activities and support services higher in both importance and quality than did other groups. Beyond these general patterns, more specific findings could be identified:

a) Students majoring in several technical and professional disciplines accorded low rankings to the importance of academic matters, yet also tended to be among the least satisfied with the quality of both faculty and instruction.

b) Asian students were among the least satisfied groups on practically every issue, especially those concerning instruction and faculty.

c) "Smaller" campuses were rated better than "larger" campuses in almost every category.

d) Student transfer plans were unrelated to their ratings of institutional quality on programs or services. Fully 75% of the sample expressed no plans to transfer from their present campus before completing their educational objectives. If students had transfer plans (only nine percent had "definite" plans), they were usually not related to anything within direct control of their current institution.

Instructional Quality and Advising

Thirty percent of the sample gave generally negative evaluations of instructional quality, citing poor communications skills and lack of interpersonal concern among faculty. Advising received negative ratings of 44%; students again emphasized the apparent lack of faculty empathy as well as poor administrative coordination of advising services, whether career or academic.

Finances, Scheduling, and Workload

About one-fourth of the sample expressed serious concern about college finances, with ethnic minorities and traditional students being most concerned. Students would like to see more classes offered before the noon hour, and scheduling convenience was identified as a major factor in determination of unit loads. Grades and degree program requirements were also prime considerations influencing workload decisions.

Campus Obstacles and Student Retention

Perhaps the clearest and most consistent pattern in the entire study concerned student attrition and retention. Campus obstacles (such as poor instruction, support services, scheduling, etc.) were cited by only 25% as being major impediments to reaching one's educational objectives. By comparison, external factors (e.g., family obligations, job, finances, personal problems, etc.) were chosen by 40%, and 34% said neither type of obstacle was a major problem. Although this general pattern tended to hold across most student categories, these exceptions could be identified: full-time and unemployed students were most likely to perceive "no" major obstacles; part-time, Hispanics, employed, and students with low grade point averages tended to be concerned about problems of an external nature; Asians were the only major group to consistently identify the institution as the source of greatest concern. For the most part, students were much more willing to "blame" themselves or external circumstances for educational problems, including intentions to transfer.

Transfer Plans and Overall Satisfaction

For the most part, transfer plans tended to be products of either personal academic aspirations or external circumstances; seldom did they bear any significant relationships to the perceived quality of instruction, support services, or social life at the current institution. Indeed, 77% of the sample gave a generally positive assessment of their overall experiences on campus, a percentage which remained relatively constant across almost all student categories. Again, this finding is consistent with scores of student surveys in institutions of higher education. Indeed, viewed in their broadest context, findings from the SNAPS data do not appear to be very different, in either direction or degree, from findings about the mood and orientations of college students generally. All are products of an American political culture which is based largely on a Jeffersonian belief in the virtues and rewards of formal education. Students in the CSU system are thus quite "typical" and reasonably satisfied with what they are doing, and with what they are receiving.

The study concludes with five recommendations for campus administrators to consider:

1) Each campus should perform a detailed analysis of the data from its own sample, and make some comparisons to the systemwide findings. All 19 campuses are encouraged to support and participate in future efforts to expand the scope, depth, and quality of the SNAPS project.

2) The extreme negative ratings accorded to institutional programs and services by Asian students deserve greater attention and study, especially at campuses with high concentrations of Asian students.

3) Academic and career advising appear badly in need of more efficient and effective delivery systems. A fundamental reorganization of advisement structures and procedures may be required -- one of greater centralization within academic affairs of all advising services, greater faculty involvement through systematic reward systems (both formal and informal), and much greater use of computer-assisted advising.

4) Apparently, very few students choose to attend a CSU campus, or decide to leave one, because of the availability or quality of student support services and social activities and programs. Few impressive statistical relationships can be found in this or scores of similar surveys which explore the relationship of student recruitment and retention to such services. On three separate questions in this survey, the majority of students indicated that among their needs and priorities,

athletics, social activities, tutoring, personal counseling, on-campus housing, and child care services rank low. It is recognized, of course, that some of these services represent a critical need and a very high priority to particular students. Still, the roles, costs, and effectiveness of these student support services and social activity programs should be systematically evaluated at each campus.

5) The relationships between the cognitive orientations expressed in the SNAPS questionnaire and the actual behavior patterns of those students deserve further study, where technically feasible. Since 52% percent of the respondents in the SNAPS survey volunteered their student identification numbers, survey responses of these students could be linked to computerized data files on academic performance, workload, persistence, graduation rates, and other behavioral outcomes from alumni surveys (e.g., career advancement).

Source: Stephen L. Daigle, *Student Needs and Priorities Survey: A Summary of the Findings*, Division of Academic Program Improvement, Office of the Chancellor, California State University: Long Beach, Ca., pp. i-v.

References and Additional Sources

1. S. Daigle, *Student Needs and Priorities Survey: A Summary of the Findings*, Division of New Program Improvement, Office of the Chancellor, California State University, Long Beach, CA, 1982. A summary of the methodology and findings from the SNAPS study is provided in this report together with some brief comparisons to national survey data. Five recommendations are proposed for systemwide attention.

2. The SNAPS findings tend to be congruent with most national survey data. Four of the best recent summaries of such data are:

   Arthur Levine, *When Dreams and Heroes Died* (Jossey-Bass: 1980)

   C. Robert Pace, *Measuring Outcomes of College* (Jossey-Bass: 1979)

   Alexander Astin, *Four Critical Years* (Jossey-Bass: 1978)

   Howard Bowen, *Investment in Learning* (Jossey-Bass: 1977)

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